

The Clearing House

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NOTICE TO WRITERS

We welcome contributions from our readers. In every issue we publish teachers' and administrators' articles reporting improvements, experiments, and successes as achieved in their schools. Many of our readers have accomplished things in classrooms and in school systems that should be known in thousands of other high schools.

Our preferred length for articles is 1,000 to

2,500 words. We also welcome items reporting good but minor ideas in 50 to 600 words. In addition to fact articles (which need not be dull or prosy) we invite articles of controversy, satire, etc., on secondary-education subjects. Typing should be double-spaced. Keep carbon copy and send us the original.

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THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 19

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"The Wound is Mortal":

Marks, Honors, Unsound Activities

By DOROTHY DE ZOUCHE

I SHOULD LIKE to be excused from three of the horrors of teaching: first, giving grades; second, coaching children for any competitive honor; third, directing any activity which I believe to be socially harmful or educationally unsound.

I have been able not by persuasion, I regretfully admit, but by obduracy—to avoid the third of these in the last years. It is never a permanent victory, however, and must be re-won annually. (And even though victorious, I am suspect.) The second I am able to avoid partially but never entirely. The first I am not able to avoid, alter, or alleviate. I haven't made a dent. I've succeeded no farther than in getting a few of my friends to comment that it is a nice idea but of course it wouldn't work, dear.

If I were asked to enumerate ten educational stupidities, the giving of grades would head the list. It is encouraging to

note that a few universities and secondary schools in our country have abandoned grades and have suffered no collapse as a result of it. Yet the great majority of our schools go along with the same ancient and silly practice.

How often have I listened to the protest: "But when I give Jim an *I*, I don't mean *he's* inferior. I just mean that represents the level of work he does, and I'm sure Jim understands that's what I mean."

Like heck he does. What Jim understands is that he's been pigeonholed as poorer mentally than his classmates. What does she do, I wonder—call Jim in after class and say, "Look, Jim, you're not inferior as a person. You're just inferior as a student." Jim no doubt would love this. It would make everything just fine for him. Does she think that Jim's mind works exactly as hers works and that Jim separates himself as a person from himself as a student?

It would be pleasant to think that our students look upon what we do in the same light as we look upon it, but the truth is, of course, that they don't. They see us and our actions from their own point of view, which is the simple and natural thing for them to do. They can't, being human and young, look into our minds and hearts and discover what is really there when we deal out the grades.

By the time that Jim has been told for

EDITOR'S NOTE: *This article presents Miss De Zouche's vigorous reactions to "three of the horrors of teaching". She avoids taking part in them as much as she can—not for her own sake but because of the injuries they inflict upon the pupils. Probably there will be answers to Miss De Zouche's article, and we shall be glad to consider them for publication. The author teaches in Nipher Junior High School, Kirkwood, Mo.*

twelve years that he is inferior, for that is what the *I's* on the report card mean to Jim regardless of what they mean to us, he finally comes to believe it, and if we have not succeeded in getting algebra or Spanish or world history across to him, we have at least succeeded in pounding into his head that one idea: he's inferior. And we put a diploma into his hand, grudgingly, mumbling apologies to each other as we do so, and send him out into the world to begin his battle already convinced that he is a failure.

Frequently Jim, after some painful stumbling about, sometimes years of it, gets things straightened out for himself and has a very creditable and satisfying existence. For in many cases he was not inferior at all. He had plenty of brain cells but he hadn't happened to fit into our pattern of education, which was cut for someone quite different from him. I wonder whether Jim ever forgives us for the injury we did him.

On the other hand it may be true that Jim really is inferior. Maybe he doesn't have the conventional number of brain cells. Maybe Jim is just plain dumb.

So what? Beatrice has piano legs but I don't make a note of it on her report card. Ed's teeth are crooked and Eva's eyes are too close together and Frank has a spinal curvature and Maisie's vocabulary is vulgar and Jessie's face is scarred and Fred's ears stick out and George is nasty and Alice is silly and Ike has halitosis—but we don't put any of these things down on their report cards. But Jim, who has nice straight teeth and a clean mind and a kind heart and an IQ of 80, gets his dumbness pointed out in *I's* and *F's* all over his report card every five weeks.

Jim may be dumb, but he isn't too dumb to hate us for the stigma we put upon him.

It isn't, however, merely because of Jim that I detest grades. It is also because of Alvin.

Alvin has a good mind. He has an IQ of 320 or some such phenomenal figure.

He is so smart that even though he goes out for both athletics and girls and doesn't have time to study, he can still make *S's* and *E's*. Being bright, Alvin doesn't have to study to make grades. He uses his brain cells to contrive ways and means of getting along without studying.

Alvin is a wizard at evasion and an artist at bluffing. He's quite a psychologist too. He knows all the tricks. That's one thing you can use a brilliant mind for in high school, to learn all the tricks. We don't exactly love Alvin, but at least he's no trouble to us and he gives us neat papers and the right answers and a flashing smile, and we give Alvin *S's* and *E's*.

I also detest grades because of Mamie. Mamie is just average mentally. She's not pretty and she hasn't a shred of personality. She knows she isn't pretty and she knows there isn't much she can do about it. She knows that she hasn't much personality, but she doesn't know that there's a lot she could do about that.

Mamie, being human, craves approval and acceptance and decides that since she isn't pretty and hasn't much personality, she'll get her recognition in the only way left to her: she'll make grades. So Mamie, instead of going out for an activity or working on her posture or improving her complexion or reading a good, interesting novel, studies.

Mamie studies after school and after dinner and gets up in the morning and studies some more before breakfast. Mamie has all the facts in the book and some more she's looked up besides, and you can't catch Mamie. She's an uninteresting, lonely, pathetic little soul, but she makes *E's*, and the *E's* on her report card are the only thing that ever cause a glow in Mamie's soul. Sometimes, though, there isn't any glow and the *E's* are dust and ashes in her mouth.

If Jim, Alvin, and Mamie were my only reasons for despising grades, they would be sufficient reasons, but Jim, Alvin, and

Mamie represent only a portion of my despair. The other reasons are all the other children in the world.

If we should spend even one tenth of the time teaching people to cooperate that we spend teaching them to compete, we should have a happier and more decent world. From the time a child enters first grade until the time he finishes college we pit him against his fellow classmen. For grades may not be meant to be comparative, but they *are* comparative. Some of us may not give them upon a comparative basis, but children accept them that way. Alice who made an *M* in algebra is hardly ever dissatisfied until the moment she discovers that Marguerite-across-the-aisle, who is no smarter than she, made an *S*.

If as adults we could come to realize that the real and permanent satisfactions in life are the satisfactions that come from doing things for the sake of the things themselves, and not for the reward tacked on, we might be able to sell our young people on the same idea, and we should have a less ugly, jealous, vicious world.

Education is not something satisfying and beautiful to us after we leave school because we have not learned to love culture for its own sake. We think of it only in terms of courses to be passed. Life is not something satisfying and beautiful to us as adults because we carry our grading, pigeonholing, competitive habits learned in school out into the world with us and we live by them.

"But it's a competitive world!" I am told again and again. Certainly it is, and a very messy one I should say. Look around. And I should add, "It was also once a disease-ridden world and we are curing it. It was an illiterate world and we are stamping out illiteracy."

"But it wouldn't work," is the next refrain. "Take away the incentive for study and they wouldn't study. It just wouldn't work." Well, neither would the steamboat work nor the Atlantic Cable nor the air-

plane nor vaccination nor the Hudson Tunnel nor TVA nor the Smoke Ordinance, but they do. What do they mean when they say it won't work? That without grades there would be nothing left to prop the tottering educational system? Well if that's all that's keeping it supported, let it fall. If I can't give a child a better reason for studying than a grade on a report card, I ought to lock my desk and go home and stay there.

And when every other argument fails they always fall back on their old stand-by: "But that's idealistic!" Whatever is unanswerable is disposed of as being idealistic. If you can't meet an argument just smile blandly at your opponent and tell him he's an idealist. You're certain to get the last word that way.

Tom Paine was an idealist too, and so were Thomas Jefferson, Abraham Lincoln, Edison, Newton, Pasteur, Dickens, Zola, my grandmother, George Washington Carver, and Jesus. They all got quite a bit done in this world.

The reason there's any degree of decency and comfort in the universe is that people whom other people called idealists lived and fought and bled and died to bring it about.

I do not wish to be labeled an idealist. But if having lived, fought, bled, and died to get rid of the grading system makes me one, then certainly the word will be chiselled on the slab of marble at my head—if I don't get my relatives convinced of the superiority of cremation.

Who am I to know whether John is *F*, *I*, *M*, *S*, or *E*? And what in the dickens does it matter anyway? Instead of figuring out ways to figure out what letter best describes John, I ought to spend my time figuring out ways to help John learn what he needs to learn. If all the time we spend figuring out what grades to give John were spent working with John himself, John would be a better educated boy.

Now for the second atrocity: coaching

children for competitive honors. Here my soul, which gets pretty badly mauled every time I make out grades, is somewhat less battered. It is heartening to know that administrations are requiring less and less of this sort of nonsense. However, it is still hardly possible and perhaps a little unfair for us to expect a principal to say no when the American Legion wants a representative from our school for their annual oratorical contest. Or the Latin-American Council wants us represented by a Venezuelan float in the all-county school parade, or the community carol singers want posters for the poster contest.

I haven't the slightest objection to a thrilling parade, a group of inspiring orations, or a set of beautiful posters. But I have every objection to the fact that children, with rare exceptions, go into these things not for any satisfaction or value that they may get from the thing itself but merely to win. The good that might come from the experience of working together to create a beautiful float, or of having learned the mental discipline of planning and preparing a worthy speech is usually swallowed up by the excitement and nervous tension, and often the animosity attending their preparation. Only the rare child escapes or rises above this consequence.

Furthermore, too frequently these activities represent more teacher-effort than student-effort. Teachers do not need practice in writing speeches or building floats or painting posters. There are several ways they could be spending their time to better advantage.

Does everything under God's heaven have to be done for the sake of winning? Can it never be done for the sake of the thing itself? Life is not a matter of winning or losing. Life is a matter of living simply, courageously, and happily with our fellow-creatures. Must we be rewarded, tagged with a blue ribbon for every worthy

effort we make? Even adults have to be wheedled with an award. The government gives us an *E* if our war production reaches a certain point. The Red Cross hands us a sticker to put in our windows to announce to our neighbors that we've made a donation. The Tuberculosis Society clips a button to our lapel for the same reason. And in St. Louis the Community Chest gives us a dear little red feather to wear in our hatbands as soon as we've sent in our checks.

Perhaps if we stopped giving children a gold star for brushing their teeth we wouldn't have to give adults red feathers for contributing to the Community Chest.

There is, finally, that third enormity: directing an activity which is educationally injurious. Somebody ought to be writing theses on that subject instead of on the Kelley-Wood and Kondo-Elderton Tables of Abscissae of the Unit Normal Curve for Arcas ($\frac{1}{2}a$).

I have heard the very teachers who sponsor Queens (Queens seem to be about as common as soybeans these days—the Football Queen, the Hatchet Queen, the Shamrock Queen, the Prom Queen, the All-School Queen; we haven't had a Bathing Queen in high school yet, but give us time), and who sponsor other functions whose effect is questionable or obviously bad, deplore the fact that the child who received the honors became an insufferable little snob. It never crosses their minds that they have helped to produce the situation they deplore. I am a little tired of hearing children blamed for being what we have very carefully given them every opportunity to be.

Of course the fact that a child is made Queen of Something does not mean that she will necessarily become an obnoxious brat. Children can and occasionally do receive many honors and remain unspoiled and lovable. But again, that is the rare child. Furthermore, it is not only the child

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who receives the honor who is affected. It is all the ones who would like to have received it.

The degrading, permanently-damaging hostility that goes on among the several cliques who are trying to get their candidate elected Queen of Something is beyond justification. We look upon the pretty little event of the crowning of the Queen and are content with the occasion. We either do not know about or we shut our eyes to the tears and heartaches and bitterness and savagery that were behind the whole affair.

Children are potentially brave, gentle, and unselfish. Actually they are ruthless and often diabolically cruel. We ought to be concerned with ways of developing their potential fineness instead of giving our time and support to activities which breed, if not hatred, at least a perverted sense of values.

Last spring Helen, an intelligent and attractive Senior, learned that a certain Junior was to be given a place of responsibility and honor on an important student committee for the following year. Helen gazed with astonishment and horror at the teacher who had told her. "But Miss Anderson," she gasped, "she isn't *cute*!"

No, she isn't cute. But she is intelligent, sensitive, and capable. She will do an excellent piece of work.

As long as all honors go to the "cute" boys and girls, what hope is there for teaching children fairness, judgment, or social values? Out of our fifteen hundred, the same dozen children appear over and over again in our assemblies, on our committees, in our places of honor. It is a fine thing, of course, to develop leadership in a dozen children, but it is not a fine thing to leave fourteen hundred eighty-eight children on the sidelines for their entire school life. It is not fine if these dozen have climbed to leadership over the bodies of their classmates.

If there were some means by which we might be given back the strength and the hours we have poured into directing the wrong kind of activities because somebody wanted them directed and they were the tradition, we should have quite an offering to make to our communities and our young people. If the activities we direct in the name of education were really educational we should be infinitely nearer our goal than we are. Let us examine, for instance, a Senior Play.

A Senior Play in many schools is one of those substitutes for meaningful and valuable dramatics. It is among the annual festivities that are the birthright of graduating Seniors. It is a play "put on" in schools where there is no, or almost no, dramatics—either curricular or extracurricular—offered to children throughout their high-school years. It has no relationship to any other part of their school life, to anything they might have learned as English or literature or speech or designing or shop or art. It is simply a grand fling, an exciting social event.

It is usually a play hastily chosen without any critical study and without any basis for intelligent evaluating. Nearly always it is a light comedy, for the ambition of most casts is to produce a play whose lines are funnier than the lines of the play chosen by the previous class. It is produced and acted by nine or ten Seniors who have tried out for the parts and been cast upon the basis of looks (cuteness), figure, loudness of voice (the acoustics in gymnasiums are bad), and last, upon acting ability.

The play is directed by some already overworked teacher who is either too obtuse to understand what dramatics should really be, or too fearful to try to combat tradition, or too much pressed for time to be able to lay any foundations and build in an educationally and dramatically-sound manner. It is "rehearsed" for four or five weeks after school, when children are too physi-

cally tired to know what they are doing or to do anything with real creative understanding, or at night when they ought to be home studying or having some home life, or sleeping.

It is witnessed by an enthusiastic audience of uncritical parents whose vanity is fed by seeing their children on the stage, and by high-school students—including the many seniors whose hearts are bitter because after hoping and dreaming for four years of being in the Senior Play (the only dramatics offered, remember) they did not make it.

True, to the ten in the play it is a satisfying and wonderful experience. It is the high peak of their high-school career. It is an unforgettable and thrilling finale to their school life. The fact that they are physically exhausted, some of them dangerously so, and that they are hopelessly behind with their school work is not important to them. They have been in the Senior Play and that is all that matters.

My answer to the Senior Play is not less dramatics but more dramatics; dramatics carefully planned and spaced throughout the years of school life, so that every child who aspires to be in a play may have at least one opportunity, and that the dramatically-gifted may have something more interesting provided for them than one hastily-thrown-together performance just before graduation. With understanding and vision and with very little expense, any high-school community can offer this to its pupils. The average community is not dumb. It could be educated to want the right kind of dramatics. It may be slow to give up its traditions, but it would do so if it saw them replaced by something better for its children.

When the curtain is rung down upon my final moments and the footlights are switched out for me, I should like to be certain in the first strange moments of darkness that there was beauty in the play and that no harm had come to any of my actors.



Some Characteristics of a Community School

Schools which have undertaken the "community school" program reveal certain characteristics which differentiate them from schools of the traditional type.

1. The community's problems and resources are known, and this information is used.

2. The teacher is a member of the community. Teachers who must commute find it almost impossible to become a vital part of the community in which they teach.

3. The school program is flexible. Space and equipment serve adults as well as children. Learning activities are carried on beyond the usual limitations of school day, school week, and school term. Teaching methods and materials are adapted to particular situations and requirements are subject to modification. The curriculum is constantly being changed to fill new needs as they arise.

4. Instructional materials related to the needs of

individual communities and groups of communities are prepared and used. These materials supplement, sometimes parallel, the adopted texts, and help to relate the general information of the texts to specific local situations.

5. The school program is coordinated with the programs of other community agencies. In communities where many agencies are working independently and even at cross purposes, the school acts as a catalyzer.

6. The results of community education are evident in the school's immediate environment. The schoolyard is a laboratory for demonstrating methods of improving the physical environment.

7. The children are interested in the program. Many behavior and attendance problems are solved by giving children opportunity to learn things that have reason and meaning to them.—MAURICE F. SEAY in *West Virginia School Journal*.

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3 BIG PROBLEMS

*101 administrators'
criticisms and solutions*

of the P. T. A.

By VIRGINIA SMITH McDERMOTT

ONE SUPERINTENDENT of schools, whose opinion concerning secondary-school parent-teacher associations was sought in a recent nation-wide inquiry, gave it as follows:

There are very few PTA's that I know about that are worth a damn. Most of them lack leadership, worthy aims or objectives. Most of them are really trouble bureaus of the schools, dealing in personalities rather than in worthy principles. Theoretically, a PTA is a wonderful organization. In practice they don't seem to work satisfactorily.

Only fourteen of the one hundred one administrators who answered the inquiry consider a parent-teacher association undesirable in a secondary school. Still, though their number is small, their objections are strong enough to merit attention. Some of their statements are: that teachers have to do all the work; that parent-teacher associations in senior high schools are not workable nor practicable; that there is too much petty politics; that the parent-teacher association is suited to the elementary field but not to the secondary; that they are nothing but trouble-makers; that they lack parent

leadership and merely add to the "head-aches of the principal"; that ideally they are desirable but that practically they do not work.

These denunciations, however, though vehement, are not typical of the replies. In contrast with the unfavorable views of some principals and superintendents, the majority who answered the inquiry see many values in a parent-teacher association for a secondary school. Here are some of their statements:

"The PTA has only begun to realize its full function in education. With our increasing emphasis on educating 'the whole child' as an educational aim, the program of the PTA becomes more and more significant. Teachers cannot do the job alone."

"We may reasonably expect some major changes in the high-school parent-teacher association after the present war. The high-school parent-teacher association will be one of the agencies through which the school can learn the needs of the community. The parent-teacher association will also be a means by which the school can interpret to the community the changes that are taking place in the high school."

"Innovations and progress in the secondary schools have come mainly through outside pressure. This is due to the conservatism of schoolmen. I predict that the 'public' will exercise more and more power through organizations such as the PTA."

"With us the PTA is an integral and necessary part of our school program. Members of the PTA Executive Board are in and out of the school every day in some capacity or other. We have had the finest cooperation, because the parents know that they are a part of us and their success is ours, and our success is theirs."

The eighty-six administrators who consider a secondary-school parent-teacher association desirable, nevertheless recognize a

EDITOR'S NOTE: *Some 14% of administrators think that a PTA group is undesirable in a high school, according to the author's report on her investigation. Their main reasons are stated here. Administrators who favor a secondary-school PTA recognize three serious problems in its proper conduct. In this article many of these administrators' most effective solutions are presented. Mrs. McDermott is on leave of absence from Port Washington, N.Y., Junior High School.*

number of serious problems in the conducting of such an association. So, too, do the twenty-nine high-school associations studied. The most pressing problems recognized seem to fall into three groups, as follows:

1. *Problems of membership, attendance, and participation*

a. Interesting more parents of varied backgrounds

b. Securing adequate lay leadership

c. Interesting fathers in the association

d. Securing larger attendance at meetings

In most cases, the people interviewed or consulted by letter feel that the best solution to these problems lies in the association's offering a valuable and interesting program, which will attract a larger, more active membership, including fathers. If the PTA is doing work that is worthwhile and interesting enough, they feel, parents will join it and will attend meetings in spite of transportation difficulties and the claims of war activities upon their time.

Some suggestions made by various associations for meeting these problems are: canvass of all parents, interesting programs and projects, with emphasis on child study, good speakers, and wide participation of parents in projects; evening or Sunday meetings so that fathers can attend; appointing fathers as officers and members of the executive board; sending programs or news letters to parents monthly.

The type of program most frequently mentioned as being successful is panel discussions by parents, teachers and pupils. Lectures by outside speakers on educational topics are rated second in popularity, and programs in which students participate in various ways are third.

One clever way of solving the father problem, used by a few associations, is by not only electing fathers as officers and committee chairmen, but by also having what are called "Mr. and Mrs." offices. That is, Mr. and Mrs. Brown may be president, Mr.

and Mrs. Jones, treasurer. Usually, with such an arrangement, Mr. President, who can face an audience with more equanimity than Mrs., presides at public meetings, while Mrs. President, who can find more time and patience to deal with details, executes the plans they have jointly made.

2. *Problems of Planning*

a. Determining valid objectives for the association and securing agreement on them

b. Planning and executing programs efficiently and effectively

c. Finding worthwhile projects for the association

d. Establishing an attractive and valuable educational program for the parents on the subject of secondary education and the needs of their children

The objectives most generally agreed upon as being desirable are those promoting improvement of relations among school, parents and pupils, and those promoting parental education in knowledge of the local school and of the aims and methods of modern secondary education, and in a deeper understanding of the needs, nature and desires of 'teen-age youth. In spite of the feeling on the part of administrators and association leaders that these are the desirable objectives, the associations often engage in few activities that lead to the realization of such purposes.

In many cases, a large proportion of time and effort is spent on raising money. Sometimes this money is used for very worthy purposes, but in some cases the association first raises the money and then seeks a use for it—and may not succeed in finding one!

There seems to be a great need for clarification of purposes in the minds of association leaders and members. The objectives that will meet the needs of one school may not be valid for another. The important thing is for the principal and the other association leaders to agree on what most needs to be done under local circumstances, whether it be beautification of homes, better garbage disposal, education

of parents, providing a recreation program for youth, or what not, and then to direct the activities of the association toward attaining the accepted purposes.

In a large number of the successful associations studied, it was found extremely helpful to have a year's program, planned well in advance and printed if possible, with all the general meetings and activities coordinated around a central theme, and with each meeting and activity designed to realize some definite part of the main aim accepted for the year.

3. *Problems of relations with school authorities and with pupils*

a. Securing wholehearted cooperation from teachers

b. Establishing a desirable relationship with the school principal and superintendent, so that the school neither exerts undue domination nor shows indifference, but works democratically with the parents to further common purposes

c. Securing the interest and cooperation of the boys and girls, so that the association serves them in ways for which they themselves feel the need

A frequently recurring problem is the difficulty of securing cooperation from the teachers. The lack of such cooperation is very serious. It may have many causes. One contributing factor observed among many of the associations studied is lack of social contact between parents and teachers. The teacher and the parent often do not meet until there is a problem concerning the child, and neither learns to know the other first as a person. Other factors are the unpleasant experience that some teachers have had with parent-teacher associations in the past, and sometimes the fact that the teachers are overworked, or have not been educated to appreciate the value of a parent-teacher association, or are simply too lazy to wish to participate in its work.

The principal or superintendent can do much to overcome teacher hostility or indifference. In addition, there are ways in which the association itself can work for improvement of the relationships between

parents and teachers. They can plan social contacts between parents and teachers, some of them with pupils present. They can use their influence to prevent overloading of the teachers' schedules, so that they have time and energy for participation in parent-teacher work. This may involve educating the public to the need for higher school taxes, so that more teachers may be engaged, and so that higher salaries may attract teachers of a higher calibre.

If, at times, there is a temptation to think of the PTA as merely a parents' association, it is because it is often so treated by the principal and the teachers. Among the associations studied, a variety of attitudes on the part of school administrators was found. In some of the replies of administrators and in some of the associations studied, there is revealed a tendency for the administrative officers of the school to exert undue control over the association. Even when it is exercised unobtrusively and tactfully, such domination suppresses the initiative of the parents and stifles the real purpose of the association—cooperative and democratic activity by parents and teachers for the welfare of the boys and girls.

There are some associations that meet with hostility from the school administrators, who attempt to keep the associations' activities innocuous and meaningless, and who usually succeed. There are a few that have been interfering and meddlesome agencies, hostile to the principal and the faculty. Fortunately, there are some that have maintained a very fine relationship with school administrators, a relationship in which the principal and the superintendent, as well as the teachers, have a voice in the policies of the association, but not the only voice. They work with the parents to carry out the purposes which they all accept as valuable for the school and its pupils.

A large part of the responsibility for establishing understanding and cooperation

between the school and the parents lies with the school administrators. Where there is an intelligent principal or superintendent who realizes the asset that a parent-teacher association can be to the school, the association can become an immense power for good for the boys and girls. Without the school's genuine cooperation, it cannot be much more effective than the proverbial "house divided against itself."

Among the administrators who answered the inquiry, very few recognize the need for securing the interest and cooperation of the pupils in a PTA. Among fourteen problems, this one was ranked eleventh by principals and superintendents and was recognized by only twenty-nine of the one hundred one. Among the associations studied there was more frequent recognition of the need for interesting pupils in the work of the associations. The mere realization of this problem may well be a healthy sign of alertness and attempts at progress.

One of the chief differences between the problems of an elementary-school PTA and a secondary-school association is the fact that adolescent boys and girls very often resent participation by their parents in school and feel that it is unwarranted meddling with their lives. If the PTA is to render services to the high-school boy and girl that will be of genuine value, it must render services that the pupils *need and want*. Where high-school PTA's have established youth centers or organized recreation programs for young people, and where they have established programs that aid in educational vocational guidance, they have not met with hostility from the young people but with cordial cooperation.

Perhaps parents and teachers may yet find that they need to do less talking about the problems of adolescents and to offer more positive programs that will help to prevent those problems from arising. Here may lie the answer to the question: How can a high-school PTA be successful?

"Stigma"

By PAULINE S. CHADWELL

I hope that when you go to school
You won't disgrace your mother.
They will expect much more, you know,
From you—than from another.

You can't afford to push in line,
Nor whisper. No, you can't, sir!
You'll always be expected to
Know every question's answer.

You'll have to have a brilliant mind,
The manners of a preacher—
Or else they'll say, "We might have known—
His mother was a TEACHER."

A Principal Asks

*Routine and
methods quiz*

SOME FAST ONES

By

EDWARD ALLEN

BULLETIN TO ALL TEACHERS:

This Is About the Dog

Right at the outset I want to make this clear. I fully realize that teachers in this school are working under some distinct handicaps. Some of the most aggravating of these are:

The Principal Does Not:

—Require teachers to “sign in” in the morning . . . as some do.

—Walk through the building at regular intervals to see that all teachers are at their assigned posts . . . as some do.

—Keep detailed records of instances when teachers slip up on routine details . . . as some do.

—Mop the floor with recalcitrant adolescents or raise his voice to siren heights when the dignity or established authority of the school are at stake. Nor will he substitute his backbone for those of teachers who do not care to use theirs . . . as some do.

—Pose as a specialist in every subject-matter field and take full responsibility for the instructional program, thus saving wear and tear on the collective tutorial intellect . . . as . . . some . . . do.

—Align himself distinctly with teachers against students, or students against teach-

ers, regardless of the facts at hand . . . as . . . some . . . do.

—Go gunning for the instructional status quo or completely insulate himself from suggestions that said status be changed . . . as . . . some . . . do.

The principal does not do these, and some other things, because in some cases he does not have time and in other cases because he is not inclined to do so.

Space (and the current paper shortage) does not allow the principal to list those things that he *does* have to do but you may rest assured that they are sufficient in number and importance to give him a perfect alibi for not doing some of the things already noted.

He lacks the inclination, in some cases, because he feels that teachers are, or can be, responsible, intelligent adults capable of assuming their parts of the load connected with carrying on a cooperatively managed institutional enterprise.

HERE'S THE QUIZ SECTION

This is the \$64 Question: Do you reserve all of your criticism for pupils and fellow-workers and neglect to give yourself the benefit of frequent honest introspection?

If your answer to that is “yes”, ask yourself the following questions. If your answer to the above is “no”, do ditto.

ROUND I

Are You:

In your homeroom every morning at eight o'clock unless circumstances beyond your control prevent your being there? (Some are not.)

—❧—

EDITOR'S NOTE: *This feature is a faithful reproduction of the trenchant bulletin that the author sent to the teachers recently. Mr. Allen is supervising principal of the Akron, N.Y., Public Schools.*

At your post at the assigned time so that colleagues may depend upon you to assist in enforcing corridor and playground regulations? (s.a.n.)

Consistently demanding passes of absentees and those tardy? (Some aren't.)

Reporting absentees from your home-room or fifth period groups? (s.a.n.)

Sending absence cards to the office promptly and regularly? (Some aren't.)

Reading all notices from the office? (Some don't seem to.)

Taking your proper responsibility for your class or activities groups? (Some are letting the kids do it.)

Notifying the office of absentees from your classes who are not on the absence list? (This puts us on the spot now and then.)

Getting reports and records to their proper places on time?

(The routine of this school has been set up in such a way that it is possible for teachers to spend a maximum of their time on instruction and a minimum on detail. Some routine and detail work are necessary. Without it you would be in a mess. When you ignore it we are in a mess.)

PART II

Do You:

Close your eyes to trouble with individual pupils until it gets so big that it spreads throughout your class and everyone sees it?

Punish a whole class for the shortcomings of one individual or group because you don't have the fortitude to deal with the individual or group directly involved?

Yell at your pupils? (Six times out of ten when I ask a penitent what the teacher did just at the time diplomatic relations were severed, he says, "She yelled at me." About two times out of ten the pupil yells back. That ratio may or may not be significant.)

Punish pupils by giving them work to do at which they will be sure to fail?

Show inconsistency in your treatment of

individuals or groups, demanding little at one time and much at another, sometimes demanding more or less than you have a right to?

(If you do any of these things are you conscious of the fact that your kids generally catch the implications as quickly as a good critic teacher in a college would?)

SECTION III

Do You:

See any connection between your methods of subject-matter presentation and the results you get in class?

Realize that pupils' interest and attention spans vary from those of adults, and vary among the pupils themselves?

Have at least a general plan in advance for everything that you are going to try to accomplish in your classes? (Perhaps you are the one in a thousand who has a high intuitive batting average.)

Plan your work so that you can sometimes deal with pupils as individuals? (Our class size is comparatively small here.)

Use to the best advantage the instructional materials at hand?

Realize that pupils tend to forget skills and knowledge that they don't use frequently—just as we do?

Realize that pupils studiously avoid situations involving elements that don't interest them, just as we do?

Realize that you, not the pupils, are responsible for setting standards of conduct and accomplishment in your classes—and that such standards must be reasonable and consistent and that children will generally recognize it if they are not?

Try to make a contribution to any work that is going on in our course of study in your field or at your grade level?

Do professional reading?

(Are you a better teacher than you were last year?)

Now, as the self-quizzes in the popular magazines put it, let's see how you stand.

IF you miss the boat on a majority of these questions you had better go into a retreat with yourself and determine whether or not you are selling your professional soul for a pay check.

IF you miss on a few and are honestly trying to do something about it you are human and deserve help and compassion.

IF you miss on a few and expect to do nothing about it you are "dogging it" and

you know it—and your fellow teachers know it—and I know it, too.

IF you score 100%, come into the office and claim the citation that we have been keeping in mothballs for 10, these many years.

AND

IF any of this makes you angry, I can assure you that I haven't intended that it should.

* * FINDINGS * *

BREAKFAST: An investigation of pupils' breakfast habits, made by South High School, Minneapolis, Minn., and reported in *Junior Red Cross Bulletin*, showed that 1,023 pupils eat breakfast regularly, while 248 do not. And 248 is about 20% of the pupils studied!

DROP-OUTS: What are the real reasons that 10% to 15% of high-school pupils quit school every year, as opposed to the reasons glibly given, asks J. N. Hanthorn in *School and Community*. His analysis is based upon careful checking of reasons in the cases of 138 pupils who dropped out of the secondary schools of Independence, Mo. An additional number who moved away were not considered. The investigation involved the pupils' teachers, parents, and neighbors, and the school secretaries, and a final sifting of the facts with the pupils' homeroom teachers. The chief reason assigned to each case gives the following picture: "In service", 25%; "married", 5.5%; "illness", 4%; "death", 1.5%—four reasons that accounted for 36% of drop-outs. "Dislike of teachers", 3%; "dislike of school", 19%; "discouraged", 1.5%—three reasons that cover 23.5%. "Broken home" had the unexpectedly high figure of 14%. "Needed to work" accounted for only 5.5%—but four times as many pupils (21%) quit because they "wanted to work".

GRADUATION: Of all pupils in the 10th grade of Michigan's accredited secondary schools in 1937-38, only 76% stayed in school to be graduated. And that is the State's record high, as reported in *Michigan Education Journal*. Of all 10th-grade pupils in these schools in 1940-41, only 69% were graduated. The mean figures for the past 10 years show that 28% of 10th-grade pupils, 18% of 11th-grade pupils, and 5% of 12th-grade pupils are never graduated.

MORTALITY: We don't want to alarm you, but this is the first half of 1945, and teachers apparently tend to die in the first six months of a calendar year rather than the final six months. In the period of 1940-44, *School and Society* reported the deaths of 1,576 men and 256 women in the profession, with date of death. W. C. Ruediger analyzed these deaths by sex and month, and offers his findings in that journal: Some 44% more women teachers had died in the January-June than in the July-December periods of the four years. For men teachers there was the noticeable difference of almost 8% more deaths in the first half of the year than in the second half. Is the reason that teachers—women, particularly—are more "run down" toward the end of the school year? Anyway, let's get plenty of sleep and watch our diets until June, when the odds ease up.

POLITICIAN: "If you had a son just getting out of school, would you like to see him go into politics as a life work?" Of every 10 Americans, 7 definitely oppose the idea of their sons' embarking upon a political career, 1 isn't sure, and only 2 favor it. So reports the National Opinion Research Center following a recent nation-wide poll. Almost 5 of every 10 adults think it is "practically impossible for a man to remain honest if he enters on a political career."

EDITOR'S NOTE: Good, bad, indifferent or important, there is a great amount of counting studies and other research going on in the field of education. We think readers will be interested in brief, unqualified summaries of some main points in some of the findings. Lack of space prohibits much explanation of methods used, degree of accuracy or conclusiveness, and sometimes even the scope of the study.

Improvements in the TEACHING of SCIENCE

By FRED E. ELLIS

NO INDIVIDUAL can effectively adapt himself to the demands of his culture without giving serious attention to the factors from which these demands constantly arise. This responsibility is of crucial importance to the members of a democratic society, for democracy is not simply a recipe for life but a way of living based upon the reasoned choices of appropriate courses of action.

Democracy is always a difficult path to follow because its continued existence depends upon the solution by reason of highly complex social problems. Democracy can be effective only to the extent that intelligent, informed people carefully evaluate the motives for their actions and on the basis of impartial and unprejudiced investigation arrive at conclusions with a fair degree of like-mindedness. Since the nature of our participation in society is determined largely by belief and opinion, we are charged with the responsibility of subjecting our beliefs and opinions to the most searching inquiry to determine to what extent they are based upon verifiable evidence.

The haphazard nature of the forces which shape our prejudices and beliefs is quite apparent if one examines the checkered

background of antagonism, fear, hate, and tradition from which they spring. Beliefs, in whatever field of human endeavor, which will not stand free and fearless questioning are to be ruthlessly rejected no matter how sacred or honorable their source. Facts which stand the acid test of careful reasoning or the principles of scientific method are demonstrably sound, and their acceptance as common property will guide man to intelligent action, not degrade him to become the victim of irresponsible authority.

The tremendous gap between a truly democratic society and present efforts toward social stability show grievously the desperate need for a scientifically planned internationalism. The powerful methods of science used to control the physical world must be brought to bear upon the complex problems of human engineering.

In spite of the far-reaching changes natural science has brought about in our physical environment, much of its energy is ill-directed and wasted. Unfortunately our social conduct and ways of thinking are being adapted far too slowly to keep up with changes in our rapidly evolving technology.

Industrial aspects of our culture have swiftly modified processes to meet new and changing demands, but problems in the field of human relations continue to be "solved" by prejudice, tradition or blind chance. Government, the family, the school and the church muddle along in a medium which renders much of their work ineffectual and frequently detrimental to the best interests of a dynamic society.

EDITOR'S NOTE: Mr. Ellis formerly taught science in Columbian Junior High School, Anacortes, Wash. He wrote this article while engaged in graduate study at Harvard University. Shortly after we received it he enlisted in the Army Field Service, and was sent overseas.

One function of secondary education is to encourage and develop qualities of leadership in each generation; in practice the opposite of this is largely true. Regimentation of intellect stifles individual curiosity and the need for research and leads to apathy and indifference. Members of a dynamic society must study changes intelligently and wherever possible anticipate them. As changes arise society must devise more adequate means of meeting them in the interests of the greatest good for the greatest number.

Most of us measure the progress of scientific achievement in terms of attractive and convenient gadgets, diseases conquered, or the lowering of production costs through more efficient operation—all admittedly important; but with these achievements we have failed miserably to train our youth in the skillful use of the method of science. To be sure, science offerings in the schools have improved remarkably in the past few years, but one has only to visit local schools to discover how woefully inadequate our science instruction actually is in training youth to think.

The science experiences of many young people are limited to the disinterested following of a recipe in the construction of which they have had no part. The thrill and excitement and real learning which follow the actual discovery for oneself of a scientific principle is a joy and satisfaction known to very few students. The rest must continue to imitate, memorize, and finally thoroughly to dislike science courses.

It is inexcusable that in educating youth for participation in democracy we train them to follow directions rather than to evaluate for themselves their physical-social environment in terms of meaningful experiences in science.

Experiences in science, planned cooperatively by pupils and teachers, have much to contribute toward a more intelligent adaptation of the individual to his culture.

The principal objectives of science instruction are:

1. To advance the pupil in his use of the scientific method.
 - a. To develop the habit of looking for natural causes of phenomena rather than to appeal to the occult and mysterious.
 - b. Accuracy in observing, calculating and reporting.
 - c. To suspend judgment; wait until all the facts are in before drawing a conclusion.
 - d. Submerging personal bias and prejudice; intellectual honesty.
 - e. Willingness to consider all sides of a question; an unwillingness to accept any answer as final.
 - f. To criticize oneself and proposed solutions to problems, particularly in the field of social relations.

And of course,

2. To increase the pupil's understanding of the nature of his physical environment.

It has been the assumption of science teachers that use of the scientific method is a concomitant outcome of classroom instruction and laboratory work. It will clarify the problem tremendously if we think of the scientific method as habits of behavior rather than as attitudes. A habit may be taken as an acquired pattern of response which motivates behavior.

In preceding paragraphs an inventory of habits which comprise the method of science is listed. We shall assume that anyone whose behavior is patterned after these habits uses the scientific method. An evaluation of the scientific method as an objective would be the extent to which an individual consistently responded to problems in terms of these habits. Of first consideration, however, is the problem of helping the pupil in his use of the scientific method. Is this best done by actual teaching or does it lie in a more effective use of instructional materials and aids? F. D. Curtis constructed a test to measure the following habits:

1. Conviction of basic cause-and-effect relations
2. Habit of delayed response
3. Habit of weighing evidence
4. Openmindedness and willingness to be convinced by evidence

From the results of the test Curtis concluded that instruction in scientific attitudes "pays large dividends"; that training in scientific subject-matter does not insure the possession of scientific attitudes. These attitudes, however, may be learned through training in their use. Curtis also found that after a period of six months pupils trained in scientific attitudes still retained these habits. He found positive correlation between high IQ and the development of scientific attitudes. Perhaps most interesting of all is his final conclusion that scientific attitudes apparently were not developed by classroom instruction in the subject matter of general science nearly to the degree they were by instruction in these particular attitudes!

O. W. Caldwell and G. E. Lundeen discovered that the unfounded beliefs of junior-high-school pupils were based primarily on lack of correct information. Direct teaching will effect considerable change in pupils' beliefs. It appears then that the habits which we call the scientific method can be effectively taught, and that with sufficient practice in their use the pupil readily responds to problem situations in life in terms of these habit patterns.

It is important to bear in mind that provision in the science program must be made for these habits. The chances that they will develop as incidental learning to the acquisition of discreet scientific facts are very slight.

Final evaluation of the attainment of this objective is noted in the pupil's ability to react consistently to problem situations in terms of the scientific method. This can be measured in the classroom by the use of individual laboratory projects, involving the selection of pertinent material, assembling the material in terms of an attempted solution, and finally a critical evaluation of the conclusions reached.

Formal written tests may be devised which will test such intangibles as scien-

tific attitudes and consistent use of habits, though the field is open to further investigation and improvement. Obviously a complete test of the value of any educational experience lies in the behavior of pupils in life situations in school and as adults. The sampling afforded by formal tests does not provide sufficient data for really accurate evaluation, though at present there are few other ways of discovering what has happened to a pupil as a result of his educational experiences.

Evaluation should be made from as many angles as possible. Such data would supplement the scores obtained from formal tests. Accurate evaluation must be made in terms relative to the pupil's abilities and his own behavior patterns—and not in comparison with the achievements of his peers.

Techniques of evaluation which should supplement the formal test are:

1. Anecdotal records by teachers and pupils
2. Questionnaires designed to test use of scientific habits
3. Informal interviews involving problem situations requiring suspended judgment, critical appraisal and the formation of tentative conclusions
4. Pupils' written accounts of free reading and laboratory work

Sound educational practice demands that less emphasis be given to formal examinations and more stress be placed upon the more informal aspects of evaluation. One thing is certain, we may now remove scientific attitudes and appreciations from the realm of pious generalization and make them functional in the classroom by actually teaching them. Only then will they be learned.

All the science experiences in the elementary school and junior high school should be centered about general science. Topics from all sciences would be fused into broad science experiences, broad in scope and flexible in material. The community in which the children live would largely determine the specific nature of the science curriculum.

Throughout the elementary-school and junior-high-school period, emphasis would be placed upon the development of scientific attitudes and habits. Since general science in the junior high school is the only science many pupils will get, it is imperative that their experiences be as useful and meaningful as it is possible to make them.

During early adolescence social habits and attitudes are being formed. The contribution a truly functional science program can make to effective socialization in a democracy is tremendous if it is not weighed down by tradition and mental inertia on the part of poorly prepared teachers.

The science offerings in the senior high school should be confined, for many pupils, to one year of general science in the tenth grade. Those who demonstrate mastery of "minimum essentials" in general science would be permitted to undertake specialized work in either chemistry, physics or biology. Science topics which are too advanced for the junior high school level would be taken up in the general science work of the tenth grade.

The specialized work in chemistry, physics and biology would be made far more functional than it now is. More attempts must be made to make the senior-high-school science program more related to the vocational needs of pupils whose formal

schooling will stop with their graduation from high school.

In a world so inexorably bound up with science, we must become more aware of the tremendously significant contributions to human freedom which the scientific method can contribute toward greater social conscience and political intelligence, without which democracy must fail inevitably.

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Inside a Pupil's Skin

I like to see a teacher get right inside a pupil's skin—not under his skin. It is not enough to judge a child by one glance at his IQ, or by listening to the tale of his perfections or misdemeanors in another grade. The teacher must know the child's complete background—his home environment, his after-school pursuits, his hobbies—if she is to fill his needs. So she must sit down beside the child and persuade him to reveal himself to her. A child is a trusting animal, and it requires only a little effort on the teacher's part to win his sympathy and cooperation.—W. T. MACSKIMMING in *The School* (Canada).

What's Wrong with Reading

The fault in our reading program lies in two places: (1) In our policy of decreasing provisions for oral reading, from the fifth grade up, and (2) in that we do not separate the teaching of reading from the teaching of literature. What chance does a poor reader have to enjoy Robin Hood when he knows he'll be tested on the story—and surely fail? Who's going to get any enjoyment out of the exploits of King Arthur when he knows that he's going to have to write answers to a great many questions that most certainly will wind up in the waste basket?—HELEN G. ROWLAND in *Nebraska Educational Journal*.

DEMOCRACY:

"In the Grayville Schools we have verified
2 important principles of democratic living"

By
H. D. McCAIN

IN 1943 democracy was on trial in the minds of the peoples of the world; the effects of the teaching and living of the ways of democracy were on trial on the battlefields of the world. In such a situation, the majority of the teachers of the Grayville, Ill., schools decided that the keynote of the year's work should be to stress democracy in our schools.

Our first problem was to define democracy in a way simple enough that all could agree on how the work was to be done. Out of the discussion came the statement that democracy meant a sharing of responsibility and decisions concerning the policies and procedures of the school.

It was agreed not only that the administrator of the school must work with teachers and pupils in a democratic way, but that teachers must act democratically in the classroom, and pupils must act in a democratic way toward their fellows.

Early in the year, we discovered that neither the administrator, the teachers, nor the pupils knew very well how to practice the ways of democracy. We were forced to

decide that when, by rule of the majority, a decision went against the wish of an individual, that individual should accept the decision gracefully, meanwhile reserving the right to campaign for the future acceptance of his point of view.

We found that one is not entitled to make decisions until one is able to think clearly, with an open mind, about a problem—and to weigh accurately the possible results. Thus, as one learns to let thinking overcome individual bias, and consideration for others to overcome selfish purposes, one can be trusted with an increased share in policy-making.

Accordingly, the teachers and administrators began weekly teachers' meetings at which the problems and future policies of the school were discussed and decisions were made (by majority vote). When the teachers were so evenly divided on a question as to make an amicable decision impossible, the administrator was forced to decide the question temporarily until the in-service education and research of the teachers and administrator had progressed to a point where they appeared to be able to reach the best solution for the time being.

The pupils were included in the program by the institution of a student council, composed of pupils elected by the homerooms, or grades, of school. A teacher who volunteered for the work was included on the council. Certain school problems were offered to the student council for their decision, if they wished to make one on any particular problem. It is considered undemocratic in Grayville High School to tell

EDITOR'S NOTE: *This is the story of the efforts of the Grayville, Ill., Public Schools to achieve genuine democracy in the relationships of pupils, teachers, and administration—and a statement of what has been accomplished so far. As a matter of fact, the two democratic principles established in these schools may surprise some readers who are more accustomed to encountering them as theories than as practices. Mr. McCain is superintendent of schools in Grayville.*

the student council or a group of teachers that they have to do a certain task or make a decision.

When the teachers or council had agreed to make a decision on a problem, the administrator never questioned their solution or decided that the problem should be settled in another way. If he questioned their ability to make a decision on a particular problem, he never offered the problem to them for a decision.

For example, some of the pupils wished to wear slacks or shorts to school. Previously they had been forbidden to wear them there. Accordingly, this question of school policy was offered to the teachers and to the student council for their decision, if they wished to take up consideration of the problem.

They did wish to consider it, and after a very short time they decided to allow girls to wear slacks to school, but to forbid the wearing of shorts except in gymnasium classes. Everybody seemed happy over the decision. It was accepted favorably by the pupils, and even the parents seemed pleased with this solution of a rather controversial matter.

The matter of smoking at after-school-hour parties and games was settled in much the same way, by agreeing to designate a room in which the public or the pupils might smoke if they wished. The decision has never been questioned. But pupils, janitors, and teachers have been ready to share in its enforcement since they had a part in making the decision.

We have made the least progress in getting teachers to proceed in a democratic way in the classroom. We are fairly well agreed on how to do this, but habit has been too strong for us to reach any high

degree of success in accomplishing democratic teaching as we believe it should be done. However, we are still working toward our goal.

In our struggle toward democracy in the school we have verified two important principles of democratic living, namely:

1. When an authority (administrator) entrusts the solution of a problem to a group, he should accept the group's decision, never taking the matter into his own hands and making his own decision afterward.
2. It is undemocratic to assign a problem or task to cooperative groups unless they express a willingness to undertake that particular problem or task.

With regard to this second principle, I wish to comment on a recent article in an educational magazine. In the article, Malcolm Scott Hallman rejects the student-council form of cooperative school management, saying, "It (cooperative school management) is predicated on the assumption of specific duties as assigned by the principal to joint committees of pupils and teachers."¹

I believe our method of cooperative school management is very much the same as that of Mr. Hallman, since a student council is really a committee of pupils. But if Mr. Hallman means that he assigns specific duties to committees without their permission, I am sure our teacher-pupil groups would disagree with his method.

At least, many schoolmen can agree that the method of securing democratic school management is a matter that ought to be settled by thoughtful discussion of the subject.

¹ Hallman, Malcolm Scott, "Big Stick Rule Is Out". *The Nation's Schools*, 34:5, October 1944, p. 25.

♦ Specialties

The departmental, segmented system continues, because most teachers can teach only what they have been taught. They get their degree in this or that subject. Their livelihood depends upon their teach-

ing it. Their hope is to be appointed to a chair in that subject, and, after holding it, to be pensioned off, whereupon a few of them begin to look at life as a whole.—Porter Sargent in *War and Education*.

WE GET IT DONE:

How Hanover High is organized to carry on
a full program under wartime difficulties

By

STANLEY L. CLEMENT

THE WAR has had its effect on our school, as it has in so many other cases. Normally, half of our faculty members are men. However, we have lost all three of our athletic coaches as well as many other key teachers, and at present only three men remain on the faculty. Another war casualty is the full-time office secretary.

Have we eliminated athletics and curtailed other activities so that school might be carried on with a minimum of work? No. Instead, our difficulties have presented an opportunity for the pupils to take a much greater part in the running of the school. Instead of cutting down we are expanding, with pupils doing the work. Let's look at a typical day and see how they are making out.

As we enter the office in the morning the volunteer office girl is taking care of the incoming and outgoing mail. Another comes in to check the letters, typing, dittoing, and other work that is to be done while the principal is out of the office during the morning. There are six of these helpers, who are glad to give their study hour as office girls, for in return they get practical experience answering the phone,

meeting visitors, delivering messages, etc.

Transcribing letters and turning out neat and well-balanced ditto or mimeograph copy, commercial students get valuable first-hand experience in the type of work many will be doing later in life. A full-time secretary might make the work easier, but it does get done, and the pupils themselves profit from doing it.

We're hardly seated at the desk when the Varsity Club president comes in with the outline of plans for Election Tag Day. (With some twenty pupils taking part, this affair raised a large amount for the athletic department and provided wonderful experience in meeting people.) As he leaves the treasurer of the sophomore class comes in with money from the advance sale of tickets to the Sophomore Hop. The treasurer is accompanied by the chairman of the decoration committee, whose plans—drawn up under the supervision of the class adviser—are easily okayed. A large percentage of the class will profit from carrying out the duties connected with the dance.

As we leave for before-school errands, we notice that the office girl is putting the teachers' mail into their personal boxes. We pass the open door of the library, where a student is already on duty. Here, too, a group of pupils forgo their study periods to act as librarians. With a faculty adviser as guide, the chief librarian and his assistants catalog new books, which are indexed according to the Dewey System. What could be a hopeless muddle is proceeding in very orderly fashion, as each librarian has his own section to keep in order, and quickly becomes acquainted with

EDITOR'S NOTE: *The faculty of Hanover, Mass., High School is depleted. The office secretary is a wartime casualty. The school's athletic coaches are gone. The principal must teach classes and coach the athletic teams. How does the school maintain its program and get everything done? Mr. Clement, who is principal, explains in this article.*

the procedures of borrowing and returning books. These pupils enjoy being in the library, especially because it gives them first "crack" at the newspapers, magazines, encyclopedias, etc.

Returning to the office, we find the football manager waiting to get the keys to the locker room, so he can clean up and arrange game paraphernalia. The Junior Victory Club sponsor comes in to check the date of a Food Sale, where the work will be done by the girls. (Money from this project was used for yarn to make afghans, which were contributed by the pupils to the war effort.)

As school begins, the War Stamp salesmen collect in the outer office to deliver the morning's contributions from their homerooms. As the chairman of this project checks them off, we look out the window at the Minute Man flag, which has been flying for nearly two years now. The girls who type the attendance bulletins come in with absentee lists from the homerooms just as we are about to leave for morning classes.

In my morning physical-education classes, each high-school boy spends a period a day in (1) discussion of the principles of good health and sports rules and fundamentals, (2) calisthenics, (3) instruction and actual practice in sports fundamentals and gym work, and (4) competitive games. Each class is divided into teams, and the more experienced student-leaders help a great deal in teaching the fundamentals and supervising the games. At Hanover physical education is fun.

Upon our return to the office before lunch, we find the chairman of the magazine drive and his assistants checking on the days' subscriptions. One of the student nurses comes in to use the first-aid cabinet for a toothache victim.

In the lunchroom we find a large number of domestic-arts girls serving attractive dishes which they have largely prepared themselves. Two boys run the projector for

noon-time movies. Traffic officers keep the lines orderly, and upstairs in the auditorium a committee makes preparations for noontime dancing. During the lunch hour the shop instructor talks over plans for repairing the tackling dummy standard and for new obstacles on our homemade obstacle course. Next the student-council president arrives to see whether the office has anything to bring up at the weekly meeting.

The student council is undoubtedly the most important student group in school, and controls a majority of school activities. With representatives from all homerooms, it gives ideal practice in self-government. Far more time is spent on worthwhile projects than is necessary for disciplinary matters.

After lunch the Junior Red Cross treasurer brings in the weekly contribution for the support of a war victim, and a member of the civics class comes in to borrow a map of the town, to aid in canvassing for the scrap-paper drive. A journalism club reporter comes in for a "few facts" about a writeup for the "School News", which club members assemble each week for the neighboring newspapers.

And so it goes. Not all of these activities take place every day, but as certain events occur or certain projects are completed new ones take their places.

It would not be fair to close this article without commendation for the splendid cooperation of the faculty. With the principal occupied all morning in classes and after school with varsity athletics, only the best cooperation by the rest of the faculty keeps the school running smoothly. Practically every teacher is the adult guide for some activity.

We really try to make our school a miniature community which will mold desirable citizens for the future. Of course all activities do not always run smoothly, but what adult community proceeds perfectly? Yes, at Hanover we get it done.

THE FACTORY was my Classroom

*Schools can do one big thing for
future industrial workers*

By CARLOS DE ZAFRA, JR.

THROUGHOUT SEVEN YEARS of teaching high-school social studies—with its focus upon such concerns as the growth of American industry, the development of our labor movement, and the vocational future for the oncoming generation—I had felt a recurring self-incrimination to the effect that my own knowledge of American labor and of American factories was almost exclusively vicarious.

My only previous factory experience, aside from a few scattered tours of observation, were the three months during the spring of my junior year in college when I had conducted groups of sightseers through the seven-story plant of the New York Daily News in New York City. Even that had been not so much a factory job as an interesting schedule of public speaking. I had never been one of the real "hands".

As a teacher without other trade, who was rejected for military service because of "insufficient vision", I temporarily left the

profession to assist the war effort through more direct contributions than the classroom seemed to offer. I should like to relate here not only what happened to a white-collared neophyte who sought a direct knowledge of the industrial world, but also his major deduction from that experience in the light of his particular background. Not only as a teacher, but also as a citizen and as a father I feel that I understand my country and my time better because of this factory experience.

The company for which I worked during the winter of 1943-1944 manufactures paper boxes and containers for such food products as eggs, ice-cream, butter, cheese, chop suey, dehydrated foods, pastries, etc. Single orders for three million items are not unusual.

The individual containers are packaged in lots of 250, 500 and 1000 in corrugated pasteboard cartons. They are then taken to the two large, unheated shipping-room sheds from the machine-filled floors of the adjacent factory. The friendly-enough old-line factory man who interviewed me, and who, I surmised, had worked himself up to his job of superintendent the hard way, had this to say:

"About 99 per cent of our work is 'essential.' We pay 50 cents an hour to start, time-and-a-half for everything over 40 hours a week, and I need a fella in the shipping room. The packages weigh from 10 to 70 pounds. If you've been a farmer all summer I guess you can handle them. Report here at seven o'clock tomorrow morning and the job is yours."

I never did find any of the 10-pound cartons mentioned by the superintendent,

EDITOR'S NOTE: During the school year of 1943-44 the author worked in a factory, after seven years of high-school teaching. The factory became his classroom, in which he learned a lot about the lives and thoughts of his fellow workers. In this article he tells of his experiences, and shares the most important conclusion that he drew from them—a matter of vital importance in the high-school education of future factory workers. Mr. de Zafra formerly taught social studies in a Rochester, N. Y., high school. His present address is RFD 2, Newark, N. Y.

and some of them weighed as much as a hundred pounds, with the most-frequently-called-for items in the 30-to-60-pound class. My job, along with that of two other fellows, was to load these cartons onto hand-pushed "shipping trucks" in the shipping shed, and then to pack the cartons into freight cars and auto trucks as called for by our immediate boss, the shipping clerk. And with that boss there was no walking. Everything was run! The loading of three freight cars and several miscellaneous trucks was an average day's work.

On my first day, which was a Tuesday, we put in 12 full hours of steady work. This work included the special steel strapping of a shipment of ice-cream cartons consigned to our soldiers in the Aleutians. It was not until the fourth day's work on Friday that I finally felt any confidence in my ability to "take" the physical punishment that my first factory job was handing me.

At the beginning of my fourth week we had a few days' lull in the shipping sheds just as there occurred a shortage of help in Department 90 on the second floor. Because I wanted all the factory experiences available, I volunteered amidst the laughter of my fellow roustabouts to work a full day upstairs, even though I could have taken it comparatively easy where I was. The laugh was on them, however, when it turned out that the worker whose place I was taking had not merely laid off for a day or two, as was thought, but had quit his job for keeps; my new boss was as anxious that I stay with him as I was to remain there.

My new job was that of "sealer". After the ice-cream, or butter, or dehydrated-foods containers came out of our four-man machine and were put by a "packer" into the large corrugated cartons, they were next shoved along to the "sealer" who stuck the flaps with a brushful of glue and with a length of gummed tape that came dispensed from a "Counter Boy" machine. The

"sealer" also put on such stenciling and identifying stickers as were necessary for the order that was being run, and then stacked the cartons onto wooden platforms to be taken by a "trucker" downstairs to the shipping sheds where my former colleagues would take over.

At the end of my first week on this new job my pay was boosted to 52½ cents per hour, with a bonus arrangement that brought my average earnings up to 62 cents for every 60 minutes of the working day. I had at last become a factory worker.

It is my observation that human nature operates just as interestingly within the factories of our land as at the council tables of our diplomats or at the luncheon tables of our professors.

I shall never forget such incidents as the morning entrance of one of the girl workers as she joyously flashed a two-days-before-Christmas engagement ring, or the excited exchange of Christmas gifts among the personnel of some of the departments, or the noon-hour discussions among fellow workers as they munched sandwiches atop their silent machines, or the personalities of certain individuals who would be just names if mentioned here, but who were to me human beings, each with his own story and problems and opinions.

From first-hand observation I now know the factory workers' petty gambling, their beer bouts, their practical joking and their raw humor. I also know their friendships, their personal loyalties, and their economic struggles. Whereas once I thought in terms of sociological abstractions upon hearing or reading the term "laboring class", I now really know the people concerned—or at least a segment of them—in a more intimate way than ever before.

It was Oscar, the "packer" on our machine, who gave me my diploma that last day on the job by saying, "You're a right guy, Carl. You caught on to our ways here quicker than anyone who's sealed for me

before." And stocky, tough Oscar has worked there for 14 years. Oscar had no idea that I was a teacher; but with his oral diploma, earned the only way it could be earned, I know I can do better teaching than ever I have done up to now.

It stands to reason that if we are to prepare our boys and girls to go out into the world, we should ourselves be intimately acquainted with that world, and not stand-offish or afraid of it. Periodic work experiences should count as teacher in-service training much as do the customary summer-school and extension courses with which most teachers are more familiar.

I did not find factory life as totally abject an experience as the ultra-Marxists would picture it. There were spirit-deadening practices and policies on the part of management, but also morale- and incentive-building practices. There were non-cooperative, slow-down tactics on the part of some employees, but willing cooperation with the programs of management on the part of others. Some employees had hatred of the institution for which they worked, while others felt a sort of *esprit de corps* and a pseudo *alma mater* kind of loyalty for the factory in general. Thus far the balance sheet is balanced.

Yet I was struck with the persistently recurring observation that the single great moment of existence for all the workers, even the better ones, was the paymaster's weekly visit through the various departments with his box-full of green and legal-looking checks.

Love-of-job *per se*, hard as I looked for it, was simply non-existent.

I have known school teachers who have loved their work in the classroom in and of itself, without reference to their pay checks. I have known farmers who were at peace with the world and within themselves after a year's work that was financially a failure. But because the satisfaction of a factory job comes almost exclusively from

the achievement of the pay goal, and not from the processes by which that goal is reached, I have yet to meet the factory worker employed at a machine-tending or repetitive assembly operation who is so enamored with his routine, specialized function that he delights in his daily stint irrespective of the monetary returns.

This, it seems to me, is a tribute to the workers' sense of values; for to love the clanking, monotonous, deadening throb of the machines would be an admission of a debased perversion of the human spirit. From teen-aged girls to four-scored men, the workers' obeisance to the "ready bell" and to the demands of their machines belies the platitude that machines are made to serve mankind. They may serve their owners and the consumers of their products, but their attendants are abjectly subservient to their charges.

I realize full well that the faithful performance of a monotonous, machine-tending routine is the highest potential service to society of which some pupils are capable; but if jobs are good in proportion to their beneficial effects upon the individuals who hold them, then I rate the average factory job as being in the lowest possible classification. It is because so many of our pupils will inevitably suffer just that kind of an existence by way of "earning their living" that it is our job as teachers to try doubly hard to instill in them the techniques of "how to live".

I mean that since there are fewer soul-satisfying attributes inherent in the factory job than there are in such occupations as outdoor farming, in the teaching of others, or in creative work, we must therefore aid our future factory workers (*and all others*) to find the kind of freedom and satisfaction that comes from living at least a part of their 24 hours a day in a world created by, and responsive to, their own personalities and creative talents.

It is my firm conviction that the cultiva-

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tion of creative talents—whether in the field of art, literature, music, mechanics, industrial arts, horticulture, or what have you—is the greatest possible source of satisfaction to the individual. This is especially true for the individual who works his employer's hours at his employer's machine to turn out his employer's product.

Because I recognize the inevitably-increased collectivism in which not only economically, but also politically and socially, much of our own and of our pupils'

lives must be lived, and because I believe that every individual has a creative spark within him somewhere, my plea is for a simultaneous and complementary emphasis on the development of creative individualism, each man according to his own lights.

I see it as a paramount demand upon all teachers that they promote an unquenchable creative individualism within each pupil if we are adequately and psychologically to prepare him to live in the modern industrial world.



The Case of the Careless Teacher

By TRAVER C. SUTTON

George Parker, a teacher in the Omega High School, apparently had been very indifferent and careless about his school duties that were not concerned with teaching. After speaking to Parker several times about this, without much effect, the principal, Robert Willman, invited him to the office for a conference.

Principal Willman proceeded to recite a list of complaints about Parker's attitude: Assigned to collect tickets at last Saturday's football game, he had arrived late; there was the recent PTA meeting—a very important one—which he had skipped; last Wednesday he had failed to be at his corridor post after the fourth-hour class; and so the list went on.

Parker was at first amused—but as the charges piled up, he grew very much embarrassed, and promised to be more conscientious. So far, so good. But what is involved in this situation?

Principal Willman is a very good man—honest, careful, and earnest—deeply interested in what he calls the general policies of the school. In fact his interest in general policies is much greater than in good classroom instruction.

Parker is an excellent instructor. He has a very strong academic background—and has many years of successful experience in the teaching of the sciences to his credit. He is sincerely interested in science teaching problems which are real and vital in the lives of his pupils and his fellow teachers—problems of importance to all who are willing to work in order to solve them. Unfortunately he is not interested in general policies.

Knowing this principal and teacher, as I have

for the past twenty years, I can understand why they have difficulty in developing between them a feeling of confidence and cooperation. I do not blame the administrator too much—nor do I blame the teacher—for I feel that the problems which the teacher faces are just about as complex as those faced by the principal. What then is the matter?

It seems to me of great importance to keep in mind the fact that the teaching of boys and girls is the school's real job—and that teaching is done in the classrooms. If more of the energy and time being constantly expended in the developing of general school policies, in general experimentation, and educational-research conversation, were applied to the understanding of teaching problems—and the releasing of the classroom teacher from the deadening round of unimportant details, much more would be accomplished.

Would it not be a good idea for this principal to teach at least one class each day—and thus regain the teacher viewpoint? Perhaps he would get a new appreciation of what good teaching means to a high school. He would be in a better position to evaluate the important problems of the teacher. The teacher mentioned in this article has little conception of the problems and responsibilities of the school administrator. Might it not be a good idea to have this experienced and successful teacher given the opportunity to assume a little administrative work? Would not these two really good school men have a better appreciation and understanding of their common problems if given the opportunity to share problems?

SCHOOL SECRETARY:

All day long the problems roll in

By VELMA NIEBERDING

MORNINGS ABOUT 8:30 as I hurry up the walk to the senior-high building, edging my way around the groups of pupils waiting for the first-hour bell, I experience the inexpressible joy of just being alive that is hard to put into words.

The reasons? The preparations out front for the flag-raising ceremony by the Boy Scouts. The orderly confusion of band students assembling to play the National Anthem—drum majors practicing their twirls—the clarinet section tuning up. Things like that. I look up at the imposing plaque above the doors of our high school and think,

"Through these portals pass the smartest, luckiest, youngsters in the world. I bet if the Jap kids had ever had a chance at a school like this, we wouldn't have had a Pearl Harbor!"

What I may think that same day when the "all clear" bell rings at 4:15 and the janitors start down the quiet halls on their evening mission of cleaning classrooms may be something else again!

The one time of the day when I am actually the Secretary to the Principal—the

position officially designated as mine—is the hour after school. During the time that school was in session I was occupied with the affairs of nine hundred twenty-seven pupils and twenty-seven teachers, who must use the Principal's office as a clearing house for their problems. My day begins when I walk into the office about 8:30 A.M., noting that the basket on my desk is filled with unanswered mail, copies of tests to be mimeographed, or grades to be recorded.

Already half-a-dozen pupils are at the counter. Some have been absent from school and want permits back to classes. Some want their schedules changed. Has a lost geometry text been turned in? Will we have assembly today? Where is the janitor? (Our janitor is never to be found when stubborn lockers have to be opened or there is an urgent request to get the temperature of the gymnasium a degree above freezing. When I see the Superintendent, himself, pacing the halls with a baffled look in his eye, I know the janitor is lost again!)

Some of the waiting pupils have notes from home in accordance with an existent rule that a written excuse from the parent must be presented before the office will issue a white or "excused" permit. Pupils are saddened to receive a blue or "unexcused" permit which automatically deducts two per cent from their grades.

The children not in possession of excuses are relying on their native ingenuity and the hope that just once they will catch the secretary in a complaisant mood. To this group, rules are made but to be broken; school is a penance; and the expression, "Education is not only a means to life, it is

EDITOR'S NOTE: *The author, a school secretary, raises her right hand, and being duly sworn, proceeds to tell us something of her trials and tribulations, and what she thinks of the daily happenings in a typical high school. A lot of teachers would pay good money to know what the secretary is thinking, and now they can learn without cost. Mrs. Nieberding works at Miami, Okla., High School.*

life itself", has not registered with them. They are the ones who accuse me of having a plastic heart or try to beguile with obvious compliments.

Mothers, bless their hearts, not knowing school routine, frequently throw us off the beam. A busy mother telephoning from a pay station at the grocery store is in no mood to be told that we won't call her child out of class unless it's an emergency. She won't be home to fix his lunch, and if that isn't an emergency what is for goodness sake?

I believe that the position of high-school secretary is infinitely more interesting than the average run of secretarial jobs. It presents an excellent opportunity to acquire adolescent psychology firsthand, a mind for detail, and an understanding heart.

As the school is Public Institution No. 1, the whole city feels—and rightly so—that it has an interest there. This interest is manifested in various ways, such as wanting the Band students to parade at anything remotely resembling a celebration, getting pupils out of class for various organizations or having the home-economics department prepare banquets for the football squad, the Rotary Club, or visiting dignitaries who happen to be in our midst. While any of these activities spell work for the office as well as the teachers, they are nevertheless pleasing, since it indicates that the town couldn't get along without the high school.

Public interest takes another turn too, as witness this note that arrived in the morning mail addressed to the Principal:

Dear Sir: Yesterday I took Edgar to school letting him out of the car at two minutes of nine. He tells me that he was tardy to class and received a slip from the office stating that he left the office at 9:10. Now I work at the Postoffice two blocks from the school and I checked in at 9:02. If your clock up there is as far ahead of ours as that, we will have to ask Mr. Roosevelt to change the Government time so we can keep up with you.

Speaking of notes that parents write:

One morning this one was handed over the counter. Some extra sense of perception made me hesitate to issue the blue permit it apparently rated. Instead I sent both the note and the pupil in to the Principal. The note:

Please excuse Billy's absence the last three days as he has been picking pecans.

Billy is one of our junior-high problem children and this time he had missed the quarterly tests. His teachers complain that no sooner do they get him on the rolls than he is dropped again for being absent. It's hard on their nerves, not to mention the A. D. A. record! Billy went in to see the Principal with a kind of guarded look—that "You're not going to get anything out of me" attitude that sometimes resists the most skilled questioning.

But the sympathetic interest the Principal displayed was too much for him. He finally told the reason for picking pecans during examination week. His pants had worn out in embarrassing places. The pecans had to be picked and sold before he could buy a new pair and come to school attired in the manner of his contemporaries.

There is one type of pupil who meets the secretary first but must always and finally end up in the Principal's office if it takes a whole school period to get him there. This is the unfortunate individual who, in school parlance, has been "Kicked Out of Class". He is listed on our records as "Special Case Sent to the Office". My sympathy is usually with the pupil. Take the 8th grader with the unusual, nay distinctive, name of Klimeck. His history teacher never pronounced it right. Day after day Klimeck sat in class and was referred to as "Clemons", to the amusement of his fellow students. Day after day he politely reminded the teacher that she was mispronouncing his name.

Finally along the sixth week of school he could bear it no longer and when she

called upon "Clemons" to recite he shouted, "I tell you my name is not Clemons!"

Summarily, of course, he was sent to the office. Fortunately the Principal realizes that anyone, even a child, dislikes to have his name mispronounced. Klimeck was transferred to another history section, and with the exception of a black eye and a smashed nose administered to a classmate who made light of the matter one day on the playground, we have had nothing but good reports from him since.

A high-school secretary must be well-versed in filing systems. I have often thought, searching for some elusive record, that the whole system of education, the very existence of the school itself, depends upon the records housed therein. Going through them you glimpse the army of pupils who have passed this way with only a bit of pasteboard to mark their passing. The secretary must familiarize herself not only with current records but those for every pupil who ever was graduated, hoped to be graduated and wasn't, moved away, or got filed in "Drops". This is especially true since the war. Uncle Sam is checking birth dates, citizenship and IQ's. Families are on the move constantly—and Susie Brown who enrolled in our school in September may transfer to two or three different schools before May. When Susie moves her grades move with her, resulting in a great deal of work under the heading "Transcripts of Credit".

The inter-communicating sound system in our office is a baffling, complex gadget that I studiously avoid after several years of close proximity to it. Over this ingenious invention the Principal makes general announcements, talks to classrooms, sends radio programs, and finds the janitor. I was trying to locate my boss one day by sending out a general S. O. S. Instead I tuned an English class in to a soap opera and the delighted pupils reveled in this tear-jerker

until the irate teacher sent word to the office that she had not requested a radio program.

The mimeograph room is a dark chapter in my life. Thousands of copies have I run off on the innocuous-looking duplicating machine, yet some days it assumes a mulish attitude, refusing to take the paper smoothly or to ink the stencil evenly. At such times I close the door so the pupils won't be disillusioned and go to work, usually emerging with ink on my hands and an unpredictable temper. It was on one such occasion that I came hurriedly into the hall and ran into a Lieutenant Colonel, all dressed up in pinks, going down to address the Assembly. There was no set of rules to guide me—for whenever did a secretary dare lay an inky hand on a Lieutenant Colonel?

I ducked into the restroom with a muffled apology. Later, I sneaked down the hall to the auditorium and stole a look at him upon the stage, noting that he held his hand in a sort of careless attitude over the front of his blouse, where I did not doubt reposed the print of an inky hand.

Privileged to work day by day with the Principal in the matters of school administration, the secretary naturally shares his concern over the problems created by the war. One of these headaches is a file headed "Work Permits". At least one-fourth of our senior-high pupils are attending school on irregular schedules in order that they may work. The demand for pupils to work is so great that we maintain a sort of employment service in the office, listing jobs and making efforts to find pupils to fill them.

Easy money and adult responsibility at sixteen are not calculated to create a normal attitude toward school or teachers who haven't learned to treat sixteen-year-olds as grown-ups. Once granted the freedom of earning his own way a pupil is inclined to resent both study and discipline. Too many pupils are leaving before graduation.

Things I'd like to say to teachers but never do:

I know you are overworked but we don't have any dull moments in the office. Why can't your reports to the office be *right*? Some of the best teachers are the worst offenders in respect to reports. You wouldn't last two days in a business office. And another thing! The Principal doesn't go to all the trouble of getting out a bulletin for you to file in the wastebasket! Why don't you read it? You might find out what is going on in school.

When the commercial teacher who keeps the school accounts is in the office, I find myself erasing a typing mistake furtively, and self-consciously trying to remember all the rules for correct office practice! Am I a secretary or a mouse?

My reaction to the griping that some of the teachers do when they congregate in the office is that it is unsurpassably elegant—but aren't the pupils entitled to some privacy in their personal lives?

Ronnie, our 8th-grade problem child if you believe some of his teachers, got a G. I. haircut. One teacher sent him to the office because he provoked laughter in her class. His science teacher took one look and laughed heartily when he entered the room. The delighted class and Ronnie laughed too, then settled to work. She's the only teacher for whom he does passing work. Could it be that a sense of humor makes the difference between an "F" and a "B"?

One of the senior girls got kissed in the chemistry lab and was reported indignantly by one of our women teachers. Can't the teacher remember her own high-school days? Or were they dull and uneventful? She suspects the worst of the girl who got kissed. I suggested that since it happened in the lab, the little senior was just conducting another experiment!

The junior girl who is failing Latin has problems other than the one about Caesar's getting a bridge built. She's trying to resist the urging of her fiancé in the Army—he's reached the ripe old age of nineteen—to get married and quit school. "Men are scarce," she told me. "Suppose he takes up with somebody else?"

I do not know or understand why, when I am sometimes coldly unsympathetic in handing out a permit that means the pupil may have to take a test or have his grades materially reduced, he forgives me and out of the goodness of his heart runs an errand for me eagerly and uncomplainingly the next day. Perhaps that is why in the morning again I'll have the same proud sensation of belonging to something big as I walk around groups of students waiting for the first-hour bell, although mine is such a small part in this intricate system of educating young America.

They're a great bunch of youngsters! Look how self-reliant they are, already making decisions for themselves and figuring out their problems—including a good tardy excuse to tell to the secretary!



Soft Physical Ed.

Many school programs have been soft. Children report to physical education in street clothes. There has been too much golf putting, ring tossing, horse-shoes, and shuffleboard. This has been mere busy work. Valuable class time has been wasted in calling the roll, in testing one while fifty look on, in tossing out a ball and letting them play, and in riding our hobbies to the exclusion of other valuable activities. Girls have refused to take showers;

permanents are too expensive, they say. Programs have been stepped down to the frail, the indisposed, and the invalid.

Young children need from three to four hours a day of running, jumping, throwing, pushing, pulling, dodging, and hanging activities. The junior-high-school students should have an hour-and-a-half a day and the high-school students at least an hour.—W. K. STREIT in *Ohio Schools*.

➤ SCHOOLS for VICTORY ➤

Department of ideas, plans and news
on the high schools' part in the war

Guide to School Credits for Veterans

Guide to the Evaluation of Educational Experiences in the Armed Services is a loose-leaf handbook to aid schools in the educational readjustment of veterans, published by the American Council on Education. The book was compiled under the direction of George P. Tuttle of the University of Illinois.

The subscription price of \$2 includes the 271 pages published so far, and all succeeding sections as issued.

Contents of the first section include a general discussion of the problem; information concerning the educational institutes of the various branches of the armed services; evaluation in terms of high-school and college credit of correspondence courses offered by the service institutes; and summaries and recommendations of high-school and college credit of 166 service schools and courses in the various services.

Future sections of the *Guide* will contain a discussion of the various examinations prepared by the Armed Forces Institute, lists of AFI examinations available, and their credit values and critical scores; evaluation and recommendations concerning further correspondence and self-study training courses, and additional formal service schools and courses. Subscriptions to the *Guide* should be sent to 363 Administration Building, Urbana, Ill.

Unit on Russia

A 90-page resource unit, *Meet the Soviet Russians: A Study Guide to the Soviet Union for Teachers in Secondary Schools*, has been published by the Graduate School of Education, Harvard University, Cambridge 38, Mass. It is 75 cents a copy.

War Aims and Geography Unit "Too Short"

As a requisite for graduation, boys and girls in the 12th grade of Pittsburg, Cal., High School were required to take "War Aims and Geography", which was the first unit of the school's pre-induction course. This introductory unit was broader than its

title indicates, and in it pupils were encouraged to "talk out" their personal wartime perplexities, states Virginia Lee Mabey in *Sierra Educational News*.

The 4-week unit was designed to "review fundamental principles, close possible gaps in pupil knowledge, and present recent developments". One week was allotted to War Aims (as social studies courses had provided a good foundation for quick coverage of this topic) and three weeks were given to War Geography, which the pupils previously had studied only incidentally.

In the first week pupils made a rapid survey of the background of modern wars and peace movements from 1870 to the present. There were informal discussions of the terms of the coming peace, what kind of peace machinery to create, and what kind of world to build. The pupils read pertinent magazine articles, and studied The Four Freedoms, the Atlantic Charter, and the Declaration of the United Nations. On the final day of the week the pupils presented essays based on their reading and independent thinking.

A test given on the first day of the three weeks devoted to War Geography showed that many pupils had forgotten a large part of their geography. So the work began with a world-wide geography review. Then the pupils proceeded to a study of war fronts, bases, and routes of supply, polar geography and air distances, resources of the warring nations, and "predictions of things to come." Each pupil became an authority on some region of the world, and reported his findings orally or in writing. There were daily current-events reports which were followed on the maps.

At the end of the unit, the pupils wailed, "But we haven't even started!" The teacher explained that they had been given the foundation, and could continue on their own. The unit now has been shifted from the pre-induction course, and absorbed into the social-studies curriculum.

"Diligence in Coordinating Bus Routes"

Shortage of school buses and bus equipment is acute in many parts of the nation. In Alabama, for instance, because of the critical situation, the State's school systems were allowed by the Office of Defense Transportation to buy 341 of the mere

4,500 buses allotted to U. S. schools in 1944. But because of the great increase in cost of buses, reports *Alabama School Journal*, the schools were able to buy less than half of the 341 vehicles on their quota. Price of bodies has increased 15% since 1941, but the price of chassis has jumped 120 to 160%.

In one Alabama county that normally used 48 buses only 32 were in operation in October 1944. Some schools had in operation only about half the number of buses they formerly used. And one county operated its 36 school buses for some time without a single spare tire. As Alabama school enrollment has fallen only about 3% since the war began, it has taken "diligence in coordinating bus routes" to keep the pupils rolling to school on schedule.

One factor that has helped Alabama schools to meet the transportation emergency is that since a State Department of Education report was issued about 7 years ago, showing that county ownership of school buses was more economical and efficient than private ownership, the counties have been taking over operation of the buses. During the 3 years before Pearl Harbor, school boards bought half of the buses needed by the State's schools. In 1942, the school buses of 16 counties were still under private ownership, while in 1944 only 5 counties did not own their buses.

Adequate Physical Fitness Plan in Indiana

The following recommendations on the physical fitness program are offered by the Department of Public Instruction of Indiana to the schools of the State, reports *Education for Victory*.

Every school should have a physical fitness committee. The chairman should be responsible for having a cumulative health record for each pupil, and seeing that correctable defects of the pupil get attention.

Every 10th-grade pupil (and every other high-school pupil before he reaches age 16) should be given a medical and dental examination. A complete medical and dental examination should be given pupils in grades 1-9 every year, or at least every 3 years.

A correlated course of health and safety instruction should be offered 5 days a week for two semesters, not later than the 10th grade. A minimum of one semester, 5 days a week, is required for all pupils.

Each pupil in all four semesters of the 11th and 12th grades should be required to take instruction in physical education for at least one 50-minute period a day, 5 days a week. Pupils in grades 1 to

10 should be required to participate in a daily program of physical education.

The school should assume responsibility of finding ways to utilize community facilities and agencies to intensify and broaden the physical education program, to provide experiences in swimming and water sports, hiking, camping, cycling, winter sports, summer sports, horseback riding, cross-country running, and club activities.

A minimum selection of intramural sports provided for all pupils should include the following types of activities:

1. One sport of football or goal type, such as field ball, hockey, soccer, or speedball, for boys and girls, and (for boys only) touch football.

2. One sport of basketball type, such as basketball, captain ball, or nine-court basketball.

3. One sport of tennis type, such as aerial darts, badminton, deck tennis, handball, paddle tennis, tennis, or volleyball for both boys and girls.

4. One sport of the baseball type, such as baseball (for boys) indoor baseball, playground ball (soft ball) for boys and girls.

In credit given, physical education should rank with other subjects. The budget should provide facilities for an extended recreation program for after-school hours and during vacation periods.

Pan American Day Materials

Pan American Day, April 14, will be observed in schools throughout the Western Hemisphere, announces the U. S. Office of Education. Materials for school programs in observance of the event may be obtained from the following sources:

U. S. Office of Education: 16 different loan packets on inter-American friendship and understanding are available for 2-week loans. These contain various materials for assembly programs, plays, pageants, skits, and quizzes. Schools may borrow any of 45 different radio scripts, suitable for Pan American Day programs on local broadcasting stations and school assemblies. Some material designed to assist club sponsors in preparing programs for the day is available free upon request.

Film libraries: Many suitable 16-mm. films, with English or Spanish sound tracks, may be borrowed from the nearest film library. Early bookings are suggested.

Pan American Union: Pamphlet No. 1, *Pan American Day*, will be sent in single copies only, free to teachers or group leaders. A number of other pamphlets, including 3 plays suitable for the secondary level, are available on the same basis. Many of these publications of the Union are already in local public or school libraries.

Harnessing 9th-grade energies for UNCLE SAM

By
EDNA G. SANFORD

THE VERY ATMOSPHERE kindles into activity when they are around. They are demi-gods creating whirlwinds and cyclones that leave in their wake bewildered parents. They are geysers of energy, volcanoes of drives, racing rivers of ideas, depths unfathomed, mines unexcavated—they are the ninth graders.

We give our lives to curbing the forces of nature to our wills; we dam rivers to make their currents produce energy for us; and yet we allow these infinite energies in youth to run headlong into worthless activity producing nothing. This waste must be stopped! Uncle Sam can use the vitality, enthusiasm, and abilities of these ninth graders. How can they be harnessed for him?

The schools have the answer to this question because they are in the position to direct these energies into worthy and profitable channels. Yet how lacking in originality and initiative many schools have been. Thousands of schools have done just three things for the war effort: sold stamps, collected scrap and waste paper, and made model planes. That is all. The fact that the schools have been successful in these three activities shows that they could be equally

successful in many other forms of patriotic endeavor.

How great a help the children could be if the schools would learn the needs of the servicemen! A little interest in a veterans' hospital or a servicemen's club might reveal the need for such things as records, books, games, and cards. These articles might be brought from home by the children or purchased with money raised by them. Collections from home may or may not be good depending upon the financial and cultural backgrounds of the families and the parents' judgments. The best plan for most schools, I believe, is a drive to raise money to purchase the gifts for servicemen. Such drives in schools are not difficult to hold.

My ninth-grade classes have raised money for worthy causes several times in the past. On one occasion the pupils brought in from home books, toys, and games they no longer wanted. An auction was held after school, and ten dollars was made from the sale. At another time a class wanted money for Christmas gifts for the poor. A brick fireplace was outlined on the board and each brick sold for ten cents. As each brick was sold, it was filled in with red chalk and marked with the division of the purchaser. Thus the competition ran high. This plan was used for two years, and the amounts in both years exceeded ten dollars.

Another ninth grade needed money for its very simple commencement program. The pupils gathered cooking fats from their parents and neighbors and brought it to school. A record was kept of the number of pounds each class gathered, and again competition ran high. The fat was sold to

EDITOR'S NOTE: *Writes the author: "That young people in secondary schools are doing much for the war effort is true. That they can do much more is also true. I offer in proof this article, which is based upon the recent activities of my ninth-grade pupils." Miss Sanford teaches in Arlington, Mass., Junior High School.*

a dealer who called at the school, and the entire expenses of the commencement were realized, with a little money in excess. Thus the children, by cooperation and class spirit, helped both themselves and the war effort.

Any one of these three methods might be used to raise money for purchase of those little gifts which would be appreciated so much by our men in clubs and hospitals. Gifts from children—what greater morale booster is there?

Again the schools can help youngsters stand shoulder to shoulder with the war workers in the community by enabling them to do those home jobs which the defense workers find difficult to get done because of their long hours at the plants. This can be accomplished through a work agency run by the pupils and assisted by the school. No complicated system need be set up.

Two years ago my guidance class worked out this plan. A pupil who wished to work filled out an application card giving his address, telephone number, choice of hours, and type of work. These applications were kept on file by a boy and a girl who made up the agency. These two pupils advertised in the local paper, giving their home telephone numbers. As the calls came through, they notified their classmates, and kept records of placements, refusals, etc. As jobs were accepted, the clients paid the agency a fee.

The fees varied according to whether the job was for one afternoon or evening or for steady employment. The class decided upon the fees, and also upon a scale of wages to be paid to the workers. For instance, "sitting in" with the neighbors' children earned one dollar up until twelve o'clock and twenty-five cents extra per hour after that time. The class also suggested that the worker should be taken home at that hour by the employer. The boys agreed to do housework, window washing, rug sweeping, etc., for thirty-five cents an hour.

There was plenty of work done in the community. The boys took down storm

windows, put up screens, washed windows, shovelled snow, cut lawns, trimmed hedges, washed cars, planted and cared for gardens, and set out ashes and rubbish. Besides taking care of children afternoons and evenings, the girls did housework, prepared evening meals, and shopped and cleaned on Saturday. The jobs were many and varied.

Thus, through the children's help in the home jobs, defense workers were able to work at the plants with minds untroubled by the thought of untidy homes and unmowed lawns. By using their energies for the war effort these pupils helped their neighbors as well as themselves. The ninth graders throughout the country form an army of workers ready for action. Will the schools show them how to harness their energies for Uncle Sam?

The following project, started shortly after we entered the war, was most successful. The ninth graders made scrap-books, called "Buddy Notebooks", using cartoons, jokes, song hits, pictures of movie favorites and animals, tests, crossword puzzles, short stories, and magazine excerpts. Gum, candy, razors, cigarettes, etc., were also pasted on the pages.

My requirements were that the books should have color and variety and that each one should have a short, friendly letter to the servicemen clipped on the first page. The books got underway and surpassed my fondest hopes. They were much better than those an adult would make because these pupils had more enthusiasm and time to search through the magazines for their pictures, and more patience in cutting and pasting them in a book. Moreover, their humor was mature, surprisingly so, and their selection of pictures was good. They were thrilled with the idea of writing to an unknown serviceman and getting an answer, and enthusiasm ran high. One year a class of 125 made 96 books and sent them to camps and hospitals.

These books traveled the globe. When

Montgomery's tank division was in Egypt, one of these books found its way there. Its recipient later returned to England and about a year later was a patient at the Chelsea Naval Hospital, where he met the sender. Another book went through Guadalcanal, and the private brought it back to the school when he returned from the Pacific. Other books went to the Aleutians; others to Iceland.

When the project first got under way a large map showing the camps in the United States was posted in the room. The goal was to send a book to every state in the Union. As each state received a book, a star was placed over the name of the camp. Soon there were forty-eight stars. Then we centered our attention upon the hospitals and tried to send books to every veterans' hospital in New England.

So the project grew, and so the books traveled. It was an exciting, very worthwhile project. The letters the youngsters received from the servicemen were read in class and, of course, the maker of the book was thrilled. The letters revealed how deeply the boys appreciated getting the books, and invariably the books were to these men a

proof that the children wanted to do what they could for those fighting for their country.

There are now more and more veterans in the hospitals. If ninth graders all over the country would make these scrap-books, how much greater would be the rays of cheer shining in the hospital wards.

I have suggested here three plans which have been used by ninth graders to help in the war effort: raising money to purchase articles needed in clubs and hospitals; the work agency, to relieve war workers of home worries; and the scrap-books, to bring cheer and enjoyment into the lives of veterans in the hospitals. There are many more plans which have been used by other schools and still more plans which could be used if the schools would go out into the communities, service centers, and veterans' hospitals to find out what the needs are.

If they then would assume the responsibility for harnessing the great energies and varied abilities of youth into activities which are beneficial to themselves, to their neighbors, and to their fighting men, these schools would be rendering their country a service of great and lasting value.



Ideas Flow Like Molasses

Much suffering and misery could be prevented if experts could only share their ideas, insights, feelings with the poorly informed, the inexpert. More than two thousand years ago Eratosthenes understood that the world was round and estimated its true diameter within fifty miles of exactness. Yet even today some people, certainly the followers of Voliva of Zion City, Illinois, would hesitate to get too close to the edges.

Every biologist in an accredited college or university accepts the essential soundness of the theory of evolution, yet in *American Schools in Transition*, a study made by Mort and Cornell involving a sampling of 5,000 adults living in Pennsylvania, they report that one-half of the teachers and three-fourths of the parents still believe that "the teaching of evolution in the schools is against American ideals."

Why do we distribute ideas, feelings, and insights

so badly? Why does it take so long for good ideas to spread? The answer is complicated.

First of all, vested interests actively oppose the spread of ideas. They do it by censorship, both legal and covert, usually the latter.

Second, those who own our great mass communication devices look upon themselves as merchandisers of goods which they must sell profitably. Newspapers print astrological nonsense or Hollywood blurbs with apparently no twinges of conscience. Their only standard is that this practice pays in terms of increased circulation and higher advertising incomes.

Third, there is apathy and inertia among great masses of people, who have no zest for learning.

Fourth, authors of useful materials for mass consumption have not learned how to make them palatable and digestible.—EDGAR DALE in *The News Letter*.

THE CAFETERIA

Will Please Come to Order

By

GLENN A SNAPP

TO IMPROVE conduct in the school cafeteria, and to provide more efficient service, the Horace Mann Junior High School, of Lakewood, Ohio, adopted a plan of assigned tables for all pupils, and a supervisory system to maintain the plan.

Two months before the actual initiation of the plan, a committee of pupils chosen from the nineteen homerooms met weekly to draft explicit rules governing service and conduct in the cafeteria. During this period the committee were trained as supervisors. Preparations for this position included a thorough learning of the rules, instruction in tactful handling of infractions, and acquisition of data on equipment and ways of taking care of accidents.

All pupils who lunch regularly at school were called to the cafeteria two days before the plan was launched, and were asked to choose the tables at which they would like to sit for the semester. The new rules were explained and a printed copy of them was given to each pupil. The supervisors then obtained the names and table numbers, and a chart was made showing the assigned tables and the students' names.

Supervisors were appointed to sections

of three tables each, where each would be responsible for maintaining a high standard of conduct and for reporting infractions of the rules. Other supervisors were appointed to key posts regulating the lines of pupils coming into the cafeteria.

One table, named the "report table", was designated, to which all first offenders were assigned for a length of time determined by the supervisory committee. Second offenses automatically barred pupils from the cafeteria for periods determined in the same manner. These forms of punishment were established in advance and printed as Rules 9 and 10.

Many hazards in the idea were anticipated, and careful thought was given to circumventing them before the plan was put into operation. By permitting the students to choose their tables, the accusation of "dictatorship" was avoided. By placing rules in the hands of each pupil, the committee was spared the age-old excuse of "I didn't know that was a rule." In cases of suspension from the cafeteria, the parents were immediately notified and the whole situation carefully explained to them.

The requirement that infractions be reported in writing by supervisors encouraged them to be accurate and fostered acceptance of their authority by the student body. Thorough knowledge of their duties also helped the supervisors to command the respect of their fellow students.

The cafeteria plan has been in operation for one semester. During that time 21 pupils have been assigned for varying periods to the report table. Two students have been suspended for one month each. In light of the fact that the cafeteria serves approxi-

EDITOR'S NOTE: Miss Snapp teaches in the Horace Mann Junior High School, Lakewood, Ohio. Mr. C. C. Clark, principal of the school, wrote in submitting the article, "We feel that this project is unusual, in that we planned for individual seating in a public-school cafeteria, and the plan seemed to work. In addition to fixing responsibility on the individual pupil, we feel that we preserved the democratic process."

mately 350 students daily, these figures are not large. Only two requests for change of table assignment have been made, and in each case the request was logical and therefore granted.

The appearance of the cafeteria has improved greatly, and the service has been accelerated. Many of the pupil skeptics have decided that the plan is convenient.

Naturally, perfection has not been reached. There are still many problems. Rules will be reexamined, some supervisors will be replaced, new equipment will be worked for. Building up an attitude of pride in the cafeteria, an appreciation of the service it renders, and a sense of responsibility for it are intangible but real goals.



Recently They Said:

Myth of the "G. I. Way"

The Armed Forces have done a good job in the field of instruction, but teachers and laymen must not build their hopes for future changes in education on new G. I. methods. For as General Weible expressed it, the Army has "discovered no new philosophy, made no new discoveries, invented nothing new" with regard to education. Rather, according to Vice-Admiral Jacobs, "The success we've had has been due to other factors."—EDITORIAL in *School and Community*.

Leadership vs. Citizenship

New York City high schools have always professed to train for leadership, with citizenship as an afterthought for those who managed to survive the "ordeal by sitting". The student who felt the imperative of flexing his muscles eventually was jettisoned from the ark of learning as not possessing the self-discipline that present learning schemes required. However, hard times have come; what with falling registers, delinquency, economy and war, the high school is willing to accept the outcast, but only on tolerance, only without upsetting its precious ideal of training for leadership. The incursions of the non-literate, however, have been a source of agony to the purists who scoff at the thought that training for citizenship can be an end-in-itself all by itself.—FRANK BARMACK in *High Points*.

"—a Teacher of Spelling"

Every situation in the school day which calls for written work on the part of students calls also for a teacher of spelling. Attitudes and habits which will function every time a pupil has to write are the all-important goals of spelling instruction. Whether the subject is science, social studies, home economics, mathematics, or English, the student

should be encouraged to care about spelling and to spell correctly whenever writing is involved in the assignment. A spelling program consists of more than mastery of a given list of words per grade.—*Curriculum Digest* (San Diego, Calif.)

A Bribe Is a Lesson

A New Jersey teacher offered to give a pupil a passing grade recently in return for a bribe—and thereby taught a lesson.

"Is there anything I could give you so I could get a passing mark?" the boy asked his mathematics teacher.

The teacher didn't even blink as she replied, "Yes, I'll pass you for four white side-wall tires and a dozen nylons."

"But—but that's impossible!" the boy protested.

There was a moment's pause as the pupil stared at his impassive teacher.

"Oh, I get it!" he said.—*New Jersey Education Association Bulletin*.

Heading for Disaster

If, according to the dictum of H. G. Wells, civilization is a race between education and catastrophe, we are heading dangerously toward disaster, with education not even a close second. Although the United States has probably provided its citizenry with a broader and more effective system of education than any other country in the world, the fact is that, on the whole, we are still a woefully ignorant people. In spite of verbal expressions on the part of politicians concerning the paramount importance of education in safeguarding the American way of life, in practice it is the first casualty.

Are we so blind that we cannot see that by neglecting education we are throwing away democracy's truest key to the good life and the full life? If this be dream-stuff, God save us from the realists!—ABRAHAM MARGOLIES in *High Points*.

P.T.A. SUMMER "CAMP"

Garden City schools were children's activity centers for 6-week period

By LLOYD N. SANFORD

IN A COMMUNITY where nearby beach areas offered ideal summer recreation for children, the transportation problems at the start of the war made it necessary for recreational and school leaders to offer satisfactory and desirable substitutes for beach sports. Another problem for these leaders was the growing realization that children needed some type of responsibility to satisfy their desire to participate in the war effort. Children were in search of a place in which they were needed and could make a useful contribution. Slowly the idea of a community summer camp evolved out of the efforts and discussions of small and large social groups.

A suitable program was finally formulated and presented to the village board of supervisors. The next step was to obtain the approval of the board of education for the use of school facilities. After several conferences between the superintendent, the president of the PTA, and the physical-education director, the PTA decided to sponsor the project.



EDITOR'S NOTE: *The children of Garden City, N. Y., formerly used nearby beaches for summer recreation, but wartime transportation shortages have kept them at home. This article explains the summer program sponsored by the local PTA, in which three school buildings were turned into "camps" that offered an organized program of activities, directed by a paid staff. Mr. Sanford, a social-studies teacher of Garden City High School, is supervisor of the project.*

This organization appointed a director for the camps and gave to him the responsibility of selecting assistant directors, ordering supplies, and sending out publicity and information for the camps. It was agreed that the staff was to be selected, as far as possible, from faculty and student body.

The plan was organized with the buildings of two elementary schools and one high school serving as "camps". Age limits were decided upon for each camp, the two for elementary schools ranging from 3 to 12 years, for the high school from 13 to 16 years. During the second year, the age limits were respectively 3 to 10 years, and 12 years and over. Qualified adults serve as senior counselors and eligible pupils assist them as junior counselors. All members of the staff are paid.

Lunches are prepared by the school dietitian, and delivered to the camp for a fee of twenty-five cents each. Campers, if they prefer, are allowed to bring their own lunches and buy milk at the camp. A school nurse is on full-time duty. Regular school custodial service is continued during the summer. The fee for each camper is fifteen dollars for six five-day weeks.

Many interesting activities are available to the campers, i.e., metal crafts, woodworking, airplane modeling, nature studies, storytelling, home economics, music, dramatics, dancing, field trips, building tours, art, movies, riflery, photography, leather work, library, and all types of games planned to meet the age interests and needs of the campers. Campers are responsible for the proper care of all school equipment used.

The daily schedule begins at nine-thirty

and continues until three-thirty, with an hour and fifteen minutes for lunch, followed by a compulsory rest period. The pre-school children are dismissed at noon, although some remain for the full session on occasion. This youngest group has a separate playroom indoors as well as playground equipment, with a jungle gym, play apparatus, and toys out-of-doors.

Through the efforts of the Garden City Board of Education, who authorized the use of the school facilities, and the interest of the PTA in forming a Summer Recrea-

tion Board, the camp program seems to be permanently established. The PTA has officially adopted the program as a part of its contribution to the community for a war and post-war plan.

The school-camp has established itself in this community as a definite educational and socializing aid. It shows the growing tendency on the part of both educators and community leaders to consider not only in-school but also out-of-school activities as a part of their responsibility in the development of children.



The Highly Informal Backgammon, Chess, and Checkers Club of a Bridgeport, Conn., High School

By HELEN L. WARREN

(Miss Warren, who teaches in a Bridgeport, Conn., high school, organized and sponsored a backgammon, chess, and checkers club for the pupils. This is a transcript of her recent talk on the club before a group of teachers.—Ed.)

If you expect me to tell you much about the organization of this one club, you'll be disappointed, as there is no organization and I do not want any. We need no money—hence no dues. The thirty boys and girls bring their own backgammon and checker equipment, enter the room, pair off with some pal, and immediately begin one of the games.

At times it is so quiet you could hear a pin drop, but the children's expressions are happy. Players are relaxed and at ease. Some show deep absorption; occasionally a cry of joy indicates a point or a game has been won. After a game, some change partners and play another.

I have made no rules and regulations and do not wish to—it is the pupils' club, and I wish the planning and initiation to spring from them. Chess and checkers seem to be what they already know. At their own request, I am teaching a few couples backgammon. I am glad they wish to learn because it will be something new which they have acquired in the club. Perhaps those who are learning will later teach others.

During this hour there is a little moving around and mingling—one couple finishes a game, and joins another to watch theirs.

I believe this club is valuable because everyone continues to attend. There have been no drop-outs, and more students have applied for membership. All participate freely. It is their hour of happiness—an opportunity to be more creative than in academic work, and I hope because of it they will be better citizens.

Questions from the Audience

Ques.: Why don't you have officers for this club?

Ans.: Why do we need them? Just to give someone a chance to say "Second the motion" or "Hip-hip Hooray"?

Ques.: Did you ever consider studying the evolution of these games?

Ans.: No, I think it would be deadly, resulting in drop-outs. They really want to play their games.

Ques.: Did you ever have a request for other games?

Ans.: At the last meeting a boy forgot his equipment, but he had a pair of dice in his pocket and asked if he could teach me to shoot craps. We knelt in a corner of the room and I had my first lesson—no money involved. This, however, is somewhat on the side; it will not be part of the regular procedure.

THE CLASSICS, *too, can* *stimulate* CITIZENSHIP

By EVA HANKS LYCAN

THE KNIGHTS of King Arthur's Table Round drew up a creed in the form of a pledge. Why can't we also draw up a creed?" asked the pupils in an 11th-grade English class in the Arsenal Technical Schools of Indianapolis, Indiana. The project struck them as timely.

Accordingly, under the caption, "Creeds of Some Knights and Ladies of Today", forty girls and boys who had been studying Lord Tennyson's *Idylls of the King* submitted creeds of their own in which they pledged ideals of service and recognized their responsibilities.

The following pledge is especially pertinent because it was written by an Italian boy who has been in America only four years:

I am a high-school pupil and an American by adoption.

My school is helping me to find myself.

I pledge myself to take advantage of every opportunity offered

So that I may be worthy of those men who made possible a country like America.

Again, a boy who was to enter the service of his country in just a few weeks pledged:

I am a high-school pupil.

I am but one of many but just as important as any.



EDITOR'S NOTE: *The author teaches English in the Arsenal Technical Schools, Indianapolis, Ind. In this article she tells how a study of Tennyson's Idylls of the King led the pupils to develop personal creeds of citizenship, and presents four of the pupils' creeds.*

The citizens of my city are giving me the greatest chance on earth to make good.

They are supplying me with the best equipment and teachers within their power.

Because of this, I hope to justify their faith in me by becoming a good American citizen,

And to this end, I pledge my work, my devotion, and even my life, if need be.

Another pupil looked toward future responsibility as an adult citizen, with confidence.

I am a high-school pupil.

The world of tomorrow depends on the millions of high-school pupils like me.

My parents and the taxpayers of my city and state have spent considerable sums of money for my education.

Before the war ends, I may be called upon to risk my life for the principles in which I believe.

Those who return from the service will play a leading part in the fate of our nation.

In school, therefore, I pledge myself to prepare for the great trust

That someday may be mine.

A girl sounded a religious note in her creed:

I am a high-school pupil.

My countrymen have organized the best school system in the world for American children

And have given me the opportunity to step into the world a trained person.

When the work is difficult and the hours long and hard, I shall not falter.

With the help of God I shall try to make my life of use to my country.

These pledges are from the American citizens of tomorrow. They were inspired by the reading of the classics, and they reveal an appreciation and a high resolve so very necessary to our democratic life of today.

A Letter on Education from a

*Do Yanks show contempt
and intolerance abroad?*

G. I. JOE

By EARL R. GABLER

THE FOLLOWING is an extract from an American soldier's letter that was given to me to read by one of my girl students in Principles of Secondary Education. This letter represented so much in terms of the present scene and probable postwar educational planning that it seems as though it would be of interest to educators generally.

I understood that the author of the letter had finished high school, had little or no college work, and as a result, one may say, represents the lay point of view. Because of this his analysis seems the more remarkable. Hence to quote:

"This leads me to the second point of interest which arises from your decision to remain in school rather than go into a defense job. Sometime ago we had a lecturer up here from the Bureau of Economic Warfare who spoke to us on his department's part in the African campaign and then pointed out the problems of the post-war period.

"I began to gather my own facts on the subject, talked with boys from my own out-

fit, then with others in the U. S. and British Armies. It was casual and haphazard for I'm just a G.I. myself, with a definite job to do. But I discovered a very important fact. Few Yanks know what the real reasons are for fighting in this war. And their understanding of the Allied Nations (Britain and France) as a whole and as individuals is nil. They have a disorganized intolerance for them which could be built up easily into the same Germanic structure against which we are fighting.

"The Yankee contempt is obvious, the intolerance is passive, and together, those latent possibilities can be whipped up into an organized frenzy. In general, I find the British lads far more worldly and sensible. They do not understand us, though contact with the Americans has helped to a small extent.

"This American shortsightedness, I blame on an outmoded system of education which prevails in the U. S. I can remember myself groping through a dry geography; a highly colored group of history courses full of national pride and greatness, with the sordid truth deeply buried; a dry and unrelated course in economics; and other studies all travelling in separate spheres, none of which seemed to be related, and all of which shrivelled to nothing when the bell rang and school was over.

"I had to travel to a small colony in South America to discover that Latin-Americans really existed—that they lived, knew anguish, hope, despair, happiness just as we did. There geography and history were real and fused together. I had to see a real cane field to discover that those stalks grew because of the heartbreaks, filth,

EDITOR'S NOTE: *This article is devoted to the letter of an American soldier overseas. He reports on the attitude of our men toward their allies, and explains why he feels that American schools are responsible for the condition that exists. The soldier is Pvt. Ernest Wantuch, Company 3, 649th Engineers Battalion, who gave permission for its publication. The letter was passed by the War Department Bureau of Public Relations. Dr. Gabler is associate professor of education in the School of Education, New York University.*

and ignorance of thousands of poverty-stricken natives. I had to learn that middle-class Georgetown lived with a broken heart and didn't know it. Finally, I had to discover that my comrades in the Overseas Army didn't know why we were here before I knew that the fault was basic.

"I don't know very much about psychology or philosophy, but I have an understanding of both. I know now that the failure to unite these in the elementary schools is a tragic error. Both subjects should be taught individually (and simplified) and as far as is possible, they should be incorporated into the social sciences, especially history. Students should be made to understand the underlying causes for an action. They should be shown why differences in geography create the differences in nations and their nationals, and their ideologies. All subjects should be correlated and made living by showing the effects of the subject on our lives or ours on the subject.

"You can understand what I'm driving at. The more we realize what makes us tick the less inclined are we toward prejudice or mass hysterics. Teachers themselves have a tremendous responsibility. They have opinions which they must never make public—or, at least, they must be able to

point out to the student the other side of the question along with theirs.

"They must treat the student as an expanding mind, allow that mind to express itself with self-pride, show it carefully where the errors lie. And the system of percentage marking must be made unimportant. Therefore, the type of examination which needs last-minute cramming must be altered. Emphasis should be on understanding, not on factualness alone.

"And there's my case. Education is the foundation for long-range visionaries who hope one day to see a united world. With it, we may yet see a new, enlightened Germany, its shackles of inferiority and mania to crush supposed enemies gone."

If this one letter is any indication it seems that some of the boys now in service may be an important factor in shaping post-war adjustments. However, it is too bad that experiences brought about by war activities must be had before many of the graduates of our public schools can see some of the important defects in their previous education.

Possibly a closer cooperative checking between the school, the pupils, and the graduates regarding our curriculums would direct our education to a way of living rather than to a way of remembering.



Electing the Board

The people (of Virginia) should be admitted to a direct voice in school control by electing their respective school trustees. Such a procedure would eliminate the present undemocratic method by which the superintendent is appointed by the school trustees who are appointed by an electoral board, which is appointed by the circuit judge, who in turn is appointed by the legislature. This system adheres too much to petty politics inherent with wholly appointive procedures and leaves the people with no appeal except unto God. It is mockery to designate democracy the aim of a system that in turn limits its patrons and financial supporters to little other than suggestions as to its administrative control.—D. Y. PASCHALL in *Virginia Journal of Education*.

Indoctrination

There are those who would challenge the correctness of associating the term indoctrination with the teaching of democracy. They hold that the teaching of democracy is purely objective, and that such teaching and indoctrination are mutually exclusive. But once again it must be stressed that intelligent discussion of this subject centers not around the aptness of terminology for certain procedures. Call them indoctrination or anything else, they are essential to American education so long as they constitute effective means of implanting in our students the philosophy that has served as a beacon not only for the progress of our nation, but for the most constructive human achievements the world over.—BENJAMIN BRICKMAN in *The Social Studies*.

The Mental Hygiene of HOMEWORK Assignments

By EDWARD J. LESSER

SOME EDUCATORS favor homework for all pupils; a few favor it for none. Some believe it wise for senior- and junior-high-school pupils, but not for the elementary level. Perhaps not quite so many believe that while homework is necessary for senior-high-school pupils, it is not advisable for the junior high and elementary. Some would qualify their stand on the question with different views of the amounts and kinds of homework assignments.

In the face of all this variation of opinion it might be of value to examine the question in the light of some definite criteria or principles. Many of us hold to some notion or other, with an occasional attempt to rationalize our ideas in practice.

The opinions of administrators or other educational leaders, while sound at one time or in one instance, may not be so in others. Particularly is this true in the present emergency. The many wartime activities, out-of-school jobs, and the anxiety of the war itself have made demands upon the time and attention of pupils more than ever before.

If the mental health and general well-

being of pupils are justifiable ends of education, then it is reasonable to attempt a measure of the value of homework in terms of mental hygiene rather than, for example, mere legal requirements set up by people somewhat removed from the classroom scene.

First, is the homework purposeful? It should be motivated by the desire of the pupil to accomplish something for himself. If it becomes a drudge or a chore, much of its possible good may be lost no matter what the quantity or type of assignment given. If it develops a dislike for the subject it had better be discontinued, because little real learning will take place.

The "busy work" motive for homework is based on the fallacy that it keeps any pupil busy and out of trouble. The conscientious pupils who do homework are usually members of families in which the parents do not allow them to run the streets.¹

Second, can the pupil see the reason for the homework? This is closely related to the first criterion in that the pupil who is motivated by a desire to improve his own status sees a reason for the requirement. On the other hand, requiring homework without considering how it is accepted by the pupil may have the value of training for obedience.

This is a good quality—not the blind obedience of a totalitarian state, but the doing of some things on authority without demanding the reasons therefor. A certain amount of this is required in the most

EDITOR'S NOTE: *The author, a social-studies teacher in Barnard Junior High School, Hartford, Conn., has found that homework presents more problems now than it did before the war. Other teachers with whom he has talked have felt the same growing stress. In this article Mr. Lesser presents the results of a study which he has just completed on the mental-hygiene aspects of the problem.*

¹ H. H. Simons, "Realism and Homework", *School Board Journal*, Vol. 6, p. 35, June, 1943.

liberal of democracies and an individual may as well be conditioned to meet such situations.

Third, does the homework teach the pupil to do things alone? The work should be of such a nature that it can be done without help at home, and should develop self-reliance. If it is the kind of assignment which should be completed under a teacher's supervision, its value as homework is almost negligible.

Fourth, are the demands of the homework assignment reasonable in amount and in degree of difficulty? This reasonableness will vary with the ability of the classes and with the ability of pupils in the same class, so that a great deal depends upon the judgment of the teacher.

Work which is so difficult as to insure failure tends to discourage the pupil and defeat the purpose of the assignment, while continued failure brings frustration in many persons and should be avoided whenever possible. On the other hand, making it too easy turns it into mere "busy work".

Occasional failure is actually good for the individual.² Some profit more from it than do others, but many are aroused to greater effort and better work. The assignment should be a challenge, but a reasonable one as well.

Fifth, is the work regularly assigned so as to develop the habit of work? Getting accustomed to a task to do each evening can help train for promptness. Although some educators may deplore the formality of a study program in school, it helps pupils acquire routine in daily work.³ The homework assignment, if it is a part of the school

study program, ought to further the development of system in doing work.

Sixth, is the home environment favorable to pupil homework? If conditions at home are impossible, as they have been found to be in many cases, assignments of homework are futile. If conditions are merely difficult, the pupil may adjust to them and perhaps be taught how to do so by means of instruction in rules for study. The attitudes of parents toward homework may be improved. A large majority of parents, fortunately, are favorable to the schools and this makes the teacher's task an easier one.

With a knowledge of these criteria for homework assignments, the teacher's problem is not yet solved. Pupils who need homework the most are the ones least likely to do it. Nevertheless, it may be that some pupils who need the homework the least can still profit by doing some. Unless all members of a school class will do the homework, a general requirement of homework from all pupils will achieve—not precisely opposite results, but certainly positive results in pupils other than those in whom it is most sought.

Where classes are mixed as to ability or home background, requiring homework of some and not of others would be considered discrimination no matter how wise it might be from a pedagogic point of view. Hence, teachers might be inclined to favor a policy which is most favorable for the greatest number or which is least wasteful or least injurious educationally to the smallest number of pupils. At any rate, educators should have in mind some criteria such as those enumerated here so that if assignment of homework is the rule, the results achieved are likely to be positive as well as educationally sound.

² William H. Burnham, *The Wholesome Personality*, Appleton-Century, New York, 1932, p. 412.

³ Percival M. Symonds, *Mental Hygiene of the School Child*, Macmillan, New York, 1936, p. 98.





SCHOOL NEWS DIGEST



Edited by THE STAFF

ADVERTISING: Kansas school systems used extensive newspaper advertising in the fall of 1944 to promote the "Back to School" campaign, reports *Kansas Teacher*. Boards of education and teachers associations carried full-page advertisements, or series of advertisements, in such cities as Chanute, Topeka, Pratt, Anthony, and Abilene. Many of the advertisements not only emphasized reasons for continuing one's education, but described alluring features of the local schools. The school systems mentioned reported favorably on the results.

THE WAR: The National Broadcasting Co. has sent this educational journal a mimeographed set of predictions by its experts on what will happen in 1945. Most of these experts seem to have picked the month, and some even the day of the month, by which Germany will be licked, and their estimates cluster around the June to September 1945 period. It may be that global prophesying has improved since the 1938-1943 period, when it seemed to this reporter that most of the experts usually turned out to be dead wrong. The main thing is to keep working to bring V-E Day nearer, regardless of what month or day in the month.

TALENT: By the December 27, 1944 deadline, about 15,000 pupils in 1,850 high schools had tackled the "stiff, 3-hour science aptitude test" in the fourth annual Science Talent Search sponsored by Westinghouse Electric and Manufacturing Co. That is a 10% increase over the number who took the test a year ago, the company announces. Forty finalists will win trips to Washington, where they will compete for \$11,000 in science scholarships.

CHILD LABOR: By the end of 1945 there will be about 3,000,000 young people, 14 to 22 years old, who left school for wartime employment before they were 18 and before they were graduated, announces the National Child Labor Committee. The majority will have had not more than two years of high school. After the war a large number of these young people will find that the market for their services has collapsed. Some type of educational program should be provided for them to remove them from competition with adults for jobs. "Their needs will be not unlike those of many young veterans," and they must be counseled and planned for as adults. The Committee recommends that the age limit in state child-labor laws should

be raised to 16 years for all gainful employment during school hours. Only 13 states now have such a standard, and in most states children of 14 may leave school for work.

FREE?: How free is a high-school education? Not so free, states Ralph E. Crow in *Ohio Schools*, after studying the records of expenses which were kept for one semester by 208 boys and girls in two Cleveland, Ohio, high schools. It cost the taxpayers \$84 for each pupil's education that semester—but it also cost the average pupil \$31.89 in addition. The cost for pupils was for such things as school activities, laboratory fees, school publications, school supplies, uniforms and equipment, carfare and lunches. Some pupils were financially unable to engage in all of the desirable basic activities of the school, and Mr. Crow feels that there should be some plan that would permit them to do so.

PHILIPPINES: Re-opening of Filipino schools was announced in the first issue of *Leyte-Samar Free Philippines*, 10 days after American troops landed in the islands. Next day the first school was opened in Tacloban, and it is reported that the children spontaneously burst out in singing "God Bless America". The schools had been under Japanese domination for two and a half years. The teachers dug up American school books which had been buried in tin cans, and classes began.

CHECK: Although some business textbooks show how to make out a check for less than \$1, it is illegal to write or pass such a check, according to United States Penal Code Section 178, says Lloyd L. Jones in *Business Education World*. The law was enacted in 1862, and re-enacted in 1909. But the law has not been applied since 1899, and now is merely a legal curiosity. "Common sense, ordinary business usage, and custom have combined to nullify this statute."

DEBATE: *Scholastic Debater* is a new 8-page magazine for high-school debaters and speech students, published 4 times during the school year by Scholastic Magazines. The first 3 issues will deal with the debate topic of the year, "Resolved: That the legal voting age should be reduced to 18 years". The final issue will be devoted to a preview of the debate topic for next school year.

(Continued on page 400)



Are We Hypocrites?

MOST SCHOOL TEACHERS and administrators will unhesitatingly and wholly agree that the public schools must develop the noble ideals of democracy in each of their pupils. That respect for the individual, that individual and group responsibility, that freedom of expression and thought, that group action and majority rule with tolerated and respected minorities, are the essence of our American democracy have long been generally accepted.

That the public schools should develop citizens to live in this democracy is not only one of the avowed purposes of organized education itself but it is also a result that society expects and has a right and even an obligation to demand.

And yet DO many teachers and other school people actually believe in democratic procedure? Do they have the faith in it to use it in the classroom and in other phases of school life? Do they encourage such methods when additional time and patience will be demanded on their own part? Do they abide by the decisions made democratically, even though they are contrary to personal preferences and may, by their authority, be changed? Many can truthfully answer affirmatively. But there are many others—well, we all know about them.

How are the pupils to accept democratic ideals and become skillful in the use of democratic procedures if the school is a hive of despots? By experience, long recognized as the best of all teachers, are the pupils to learn the democratic way of life. Therefore it is up to the school to provide this experience abundantly to all pupils—and not to those who rise as leaders only.

This will be difficult to do—but democracy is not for weaklings. Always it must be re-

membered that the ballot is not restricted to those of ability, nor will the most capable individuals always fill the positions of public trust.

How can the school provide these democratic experiences for its pupils? First of all the administration of the school must be such that the teachers play a significant part in forming policies. Only then will teachers feel inclined and encouraged to practice democratic classroom methods which are vital to the development of the quality of democratic citizenship.

The exact democratic procedure to be used will differ with each situation. But in all cases the basic criterion is the spirit of human relationships. Each individual must have respect for his associates, who in turn must respect him. No particular method or device can compensate for his fundamental requisite.

No longer is it the place of the teacher to say "thou shalt" and "thou shalt not". Nevertheless, it is not to be inferred that the role of the teacher is less significant. On the contrary his responsibility is multiplied many fold, for now not only is it demanded of him to teach facts and skills but also by guidance, leadership, and artful direction to develop a democratic quality in the pupils. It is this quality that will determine to what end learned subject matter will be put. If the school fails to develop in its pupils the quality of being able to participate successfully in a democracy it betrays the ideals of its leaders, of the government by whom it was created and from whom it receives support, and most of all the faith of the American parent.

Each school person should be able to feel at the end of each academic year that every

pupil is more able to take his or her place in American life because of the information, the guidance, and most of all the experiences in democratic living they have had because of contact with him.

Surely if school teachers and administrators cannot experience the joy of this feeling their purpose is not fulfilled and hypocrisy permeates them.

J. P. GREGORY, JR.



We Try an Aquarium Project

Early in the school year, each of my twenty students began the construction of an individual aquarium. At about the same time we ordered a pair of tropical fish for each member of the class from a New York supply house. My purpose in instigating this project was to give the children an additional interest in their school work and, at the same time, to supply a medium through which they might acquire a great deal of worthwhile knowledge.

To begin with, the children gained practical experience in constructing their aquariums. They learned how to solder with an electric soldering iron. They learned that right angles are essential in making corners. They learned to measure and cut glass, and how to fit and cement it into the aquariums so that they would be waterproof.

When the fish arrived by express, the children were at first disappointed on looking into the open cans by the surprising smallness of the fish. Their disappointment quickly gave way to exclamations of pleasure as I caught the fish, one by one, and set them free in a large twenty-gallon aquarium which I had set up for the occasion. For here the sunlight played on their swiftly moving bodies, and the beauty of their sparkling colors could be appreciated.

Tropicals possess another attraction: they may be bred and raised in small aquaria.

In order to breed them, it is necessary to reproduce conditions as nearly as possible similar to their native habitats. In this lies the real fascination of tropicals. These beautiful little gems come from all parts of the globe where the water temperature does not range below seventy degrees. In the small shipment which we received there were fish from three continents (North America, South America, and Asia) and also from the East Indies.

The breeding habits of many of these fishes are unusual to us who are familiar only with the native fish of the temperate zone. The group which lends itself most readily to aquarium propagation is the

group known as live bearers. As their name implies, these give birth to living young. This they obligingly do about every month, often under adverse conditions. Another group builds nests of bubbles in which they place their eggs while waiting for them to hatch. The eggs of still another group are hatched in the mouth of the male, and for some time the young fish, after they are hatched, will seek refuge there when they are frightened.

In connection with caring for the aquariums and propagating the fish, much diversified scientific information has been acquired by my class.

The premature death of a female guppy about to give birth to young, followed by a bit of dissection, supplied an excellent specimen of fish embryo. When this was placed under the microscope, each child was able to see plainly for himself the developing eyes, head, and body of the young fish, and also the large yolk sac from which it was getting its nourishment.

An epidemic of ichthophthirius, a disease caused by the presence of numerous small animals which cluster on the fins and body of the fish, giving them the appearance of having been well salted and peppered, started an intensive study of parasites.

The discovery of a number of snails, evidently introduced into the aquarium on the plants, precipitated a discussion on the value of scavengers, not only in the aquarium but throughout the natural world.

The persistent appearance of green and brown films which clouded the glass of the aquariums, no matter how often they were wiped clear, brought the microscope into play again, and the children became familiar with the algae, one of the lowest forms of plant life. The plants in the aquariums, a species of submerged sagittaria or arrowhead, have given the class two examples of the many ways in which plants reproduce themselves.—JAMES H. MILLER in *The Massachusetts Teacher*.

What Many Physical Education Teachers Don't Know

By DANIEL R. HODGDON

A physical-education teacher in the Philip Schuyler High School, Albany, N.Y., was held responsible for an accident to a pupil because of negligence. The court held that a teacher of physical education has a duty to exercise reasonable care to prevent injuries. He must assign pupils to such exercises as are within their abilities and must properly supervise their activities.

A pupil's leg was broken when he alighted after a somersault. The apparatus used was a spring-board covered with a mat, and adjacent to one side of parallel bars five feet tall and about 20 inches wide. Over these bars a pad had been draped. This was called the "elephant". The floor on the far side—the landing side—was supposed to be covered with a double mat.

In this case the boy who was injured weighed around 200 pounds. He ran about 30 feet to gain impetus for the spring board, from which he jumped to make a somersault in the air. While turning in the air his foot struck the bars and he fell to the bare floor.

A few days previous to this accident two boys had broken arms on the same apparatus, and several others had been injured. The gymnasium teacher seems to have taken little warning from these accidents, as he continued the use of the apparatus.

This case is one which should definitely interest all physical-education teachers, for it develops principles that have been well known for many years—but not to teachers. One of the worst failures in training teachers for the profession is the total ignoring of the rules and regulations which legally govern them. Much of the failure of teachers to abide by the law can be charged directly to inefficient training and lack of interest of educational institutions in giving a course that will properly inform prospective teachers of their rights, duties, and liabilities and legal relationships with patrons, pupils, and fellow workers.

No other type of profession or business is so neglectful. Physicians in training study medical jurisprudence, bankers, dentists, and other profes-

sional people make the law of their work an essential subject. In the great majority of teacher-training institutions educators seem to prefer teachers to remain more or less ignorant of the legal phase of teaching.

In many states a syllabus is prepared for physical-education teachers. In New York the Regents prepare such a syllabus, which describes the numerous exercises and acrobatic feats to be taught. The acrobatic feat which the boy in this case was being forced to do was not listed in the syllabus. It seems to have been a combination of two or more exercises that were recommended separately.

It should be kept in mind, however, that even if it had been recommended courts have held that when there is danger to any child because of physical or mental condition or other reasons, the teacher must not and should not carry on such exercises. The teacher assumes liability for any accident where there are latent possibilities of injury, even if the exercise is in the syllabus.

In this case, testimony was given that this somersault was not usually taught and should not be attempted except by highly skilled pupils. The teacher was liable for damages in this case because of negligence: (1) in not having mats in place; (2) for assigning a pupil to such a feat when he was incapable of doing the exercise; (3) for trying to teach such a feat when the teacher knew it to be dangerous because of previous accidents; and (4) for attempting to teach a feat of this kind that was not recommended in the syllabus.

The board of education was also held liable because it had failed to make rules and regulations to prevent the physical-education teacher from assigning a pupil to an activity which his weight and skill rendered dangerous, and also for failure to make rules and regulations covering the care and supervision to be exercised by gymnasium teachers. When will boards of education learn that making such rules is an absolute requirement of the statute and must be complied with?

See *Govel v. Board of Education of Albany, N.Y.*, 48 N.Y.S. (2d) 299.

"Is You Is or Is You Ain't?"

A rule that settles what kind of a teacher you are was established by the Commissioner of Education and upheld by the Court of Appeals in New York. The Commissioner of Education established a rule that teachers who devote a majority of their time to recognized non-vocational or academic subjects are teachers of academic subjects even though they teach in vocational schools. The same rule applies when one teaches in both high school and elementary school. The question arose because of the higher salaries paid to vocational teachers.

The ruling really means that if in one year a teacher teaches vocational subjects 51 per cent of his time he gets the higher salary. If next year he teaches academic subjects 51 per cent of his time, he gets the lower salary. The salary depends, therefore, upon the teaching schedule.

Such a rule of course makes it possible to have a

lot of vocational-subject teaching done on the lower salary schedule if a school system arranges schedules to provide for this mixed type of teaching. This ruling has been frequently criticized on the basis that it would be better to pro-rate the salary for the time subjects are taught in each type of work rather than definitely establish a teacher's salary according to the subjects which occupy the majority of his time.

There would not be one salary schedule for academic teaching and another for vocational teaching without reason, and a pro-rated salary according to the time spent in each field of teaching would be far more just. This is a matter of legislation which should be urged by the teachers of the state. The legislature no doubt could correct the present unfair condition by an amendment to the present Education Law.

Chaplin v. Board of Education of Buffalo, N. Y.
52 N. E. (2d) 113, 291 N. Y. 241 (Nov. 24, 1943).



Some Changes Needed in Methods of Teaching Science

An entirely new approach to the problems of science in the high schools is needed. The activities and content of the curriculum should be based upon the interests and needs of the pupils, and not determined by the college entrance requirements or limited to the outlines of the textbooks in use. The offering should be habit forming rather than informational.

Such habits as accuracy, independence, critical judgment, tolerance, and unbiased evaluation of facts should be stressed. The pupils' originality and inventiveness should be encouraged. Every principle should be developed through real applications to situations which affect the lives of pupils.

The most serious indictment of the public schools is not for what has or has not been taught, but for the manner in which the teaching is done.

The teaching of science should involve a greater use of all types of visual materials. Living things should be studied in the field and in their natural habitats. Practical applications of scientific principles should be studied firsthand in the communities. There is an abundance of science teaching materials lying idle in every community which should be brought in and used. Space should be provided for living plants and animals, which should be kept in the school for study and observation.

Science principles should be taught throughout, never letting up. They should be stressed in terms of the whole pupil, his physical fitness, job skills, habits, interests, and opportunities. Constructive community programs for health, safety, conservation, recreation, and community improvement should grow out of the science curriculum and return to it to give the pupils practical experience in daily scientific living, instead of studying about these things in isolation.

The science teachers are too narrowly trained for the variety of subjects which they are called upon to teach. They should not be specialists, narrowly trained in some one field. They need a thorough training in introductory courses of all the allied sciences. The subject matter of these courses should more closely parallel the materials of the high-school sciences.

There is a lot that our schools can do to improve the science offering. A permanent plan for maintaining the health of the pupils and of the community should be developed through a cooperative program in which the school and the community jointly participate. The problems of mental health, social hygiene, and family relationships should be faced realistically in the schools.—HUBERT J. DAVIS in *Virginia Journal of Education*.

EDUCATION IS NOT A DESTINATION...IT IS A JOURNEY...ALWAYS, WE ARE EN ROUTE



Night

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BOOK REVIEWS



PHILIP W. L. COX and EARL R. GABLER, *Review Editors*

The Guidance of Learning Activities, by W. H. BURTON. New York: D. Appleton-Century Co., 1944. 601 pages, \$3.75.

In *The Guidance of Learning Activities* Burton consistently supports by exposition and example the emphases implicit in the title—guidance and activities. The transition from conventional instruction in organized subject matter to functional (experience) units of guided activities is advocated in temperate terms, but the author's support for pupil purposing and activity is never in doubt.

Part I clears up the characteristics of learning and teaching—an area much muddled by contentious advocates of various schools of psychology, and perhaps by the inconsistencies of conscious or unconscious eclectics. Peculiarly valuable is the succinct summary of these characteristics in Chapter VII.

Parts II and III deal constructively with unit types and assign-study-recite procedures for class work, respectively. Part IV advocates techniques which the author believes likely to improve aspects common to both organizations—drill or practice,

evaluation, diagnosis, marking and reporting progress, knowledge of individual pupils as group members, utilization of community-experiences, and materials and classroom management.

Valuable as is this excellent treatment of classroom procedures, it seems to the reviewer to miss the broader and more fundamental implications of the title of the book. However we may improve the direction of pupil participation in the cubicles devoted to programs of study, the child's significant learning activities are not so limited. School and community life is the locus of his curriculum. The guidance of his learning activities requires the teachers to share in the social and somewhat individualistic activities that occur in school and community life. Only so can the classroom teacher utilize the successive class meetings to guide the true learning activities of children.

P.W.L.C.

School's Out, by CLARA LAMBERT and OTHERS. New York: Harper & Bros., 1944. 225 pages, \$2.50.

The study of child care through play schools

OUR GLOBAL WORLD

By GRACE CROYLE HANKINS

Our Global World is a brief treatment of geography from a worldwide point of view, suitable for use in junior high school and senior high school classes, where the time that may be devoted to geography is somewhat limited.

Our Global World deals with the broad phases of world geography that should be familiar to students in all social studies programs. It is especially adapted for a few weeks' study in courses in history, economics, or other social studies where time is not available for a full term of geography.

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Physics Workbook and Laboratory Guide, by HARRY R. GAIL. Boston: Ginn & Co., 1944. 400 pages, \$1.43.

This workbook contains nineteen conventional units in physics and additional units in electromagnetic radiation, aviation, and photography. The book provides for over eighty experiments. Each unit has a foreword on its importance, a reference list of ten physics texts, a list of suggested activities, space for filling in essential information gained from the references and from the experiments to be performed.

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School-Shop Administration, by ARTHUR B. MAYS and CARL H. CASBERG. Milwaukee, Wis.: Bruce Publishing Co., 1943. 218 pages, \$2.50.

Courses and textbooks for industrial-arts teachers are concerned mainly with skills, courses of study, and techniques of teaching. The new teacher finds himself confronted with numberless other problems, such as equipment of shops, care of tools, ordering of supplies, relationship with fellow teachers and the public. This material can be found—but only after long and careful research. To the new teacher time is short and filled with many duties. "Spreading himself too thin" is the reason for the failure of many a beginner.

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Vocational-Technical Training for Industrial Occupations. Washington, D.C.: F.S.A. Office of Education, 1944. 307 pages, 40 cents (order from Supt. of Documents).

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new ground; rather do they select and underscore current sound practices and principles—attention to present and anticipated local needs, cooperation of school, management and labor, avoidance of undesirable duplication of services, the utilization of advisory committees, a middle course between narrow specialization and broad general fields for pre-employment training, attention to general education as well as technical skills and knowledge, and recognition of the need for adequate equipment in trade schools,
P.W.L.C.

Essential Understandings for the Age of Flight: A Course of Study for High Schools Relative to the Social Significance of Aviation. Lincoln, Neb.: Department of Public Instruction, 1944. 138 pages.

As part of the Nebraska High School Improvement Program Director F. E. Sorenson of the Division of Supervision and Curriculum has published this syllabus, planned and partially developed in the 1943 summer school session of the University of Nebraska. It aims to help prepare youths for constructive living in an air age.

The text consists of nine units: It's a Small World; Man Takes to Wings; Airplanes for America; American Wings at Work; Safety in Flight; Airways and Airlines; Airports—Our Depots of the Airways; People Operating the Airlines; and Victory Through Airpower. Each unit is followed by problems, references, and suggested activities. There is a general bibliography and a selected list of available visual aids for each unit at the end of the pamphlet. Effective pictures and diagrams clarify the text descriptions.

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Adolescence, 43rd Yearbook, Part I, of the National Society for the Study of Education. Chicago: Department of Education University of Chicago, 1944. 358 pages, \$2.25.

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January 17, 1945

DEAR MR. WELLSFORD:

Thanks for reminding me to send copy for our February advertisement in *The Clearing House*. What if I am too busy to write the desired message? Would anybody but your printer care? I mean if you have a printer and he hasn't gone to war. We still have one, but I will knock on wood.

If you ask why I am so busy—but you didn't. So I will tell you anyway. You see, this is THE JOURNAL OF EDUCATION's Seventieth Year. Whisperings from here and there were to the effect that we must celebrate. We talked it all over in the office and decided not to throw a big party in one issue but to put on more steam all through the year. As fuel is scarce, we are kept busy generating the steam. Lots of letters to be written; manuscripts to be read; brains to be cudged into using good judgment; time out every now and then to gaze with jealous eyes on what *The Clearing House* has got that we didn't get. It's some chore to match your pace, though seventy years in the life of a magazine doesn't necessarily cause a handicap either way, as compared with your five-and-twenty.

Yet you can understand that we are kept busy.

Incidentally, though importantly, we pay our respects to A. E. Winship, our former editor, in this month of famous birthdays. The occasion is the one hundredth anniversary of his birth on February 24th. Quite a number of his friends have recalled incidents and characteristics of this noted lecturer, editor and educational apostle. A pile of this material has to be gone over right now, so our printer can't say we delayed him. Let him find his own excuses. He will, all right.

I suppose you think I might have written the advertisement while writing this letter. Very well, then. If it's all right with you, you may run this letter as our alleged advertisement for February. Might give it a heading: "A Letter That Turned Out Otherwise." Put our usual signature at the bottom, omitting the subscription price, which as everybody ought to know is \$2.75 a year.

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N.S.S.E. have approached their problem by emphasizing the anatomical-physiological character of the phenomena. Section II contains four chapters devoted to physical, motor, and mental abilities; Section III devotes five chapters to the adolescent and the social order; Section IV deals with the educational implications of the findings and recommendations that have been developed. George D. Stoddard, in Section V, evaluates the yearbook as a contribution to the literature of adolescence. "If teachers and parents generally knew," he says, "what some of these authors know and clearly express, we should enter upon a better life. . . ." "To understand the adolescent is to understand everybody. . . . At heart, man is forever young."

This yearbook is a "must" book for specialists in adolescent education. It is recommended for all teachers.

P.W.L.C.

Education for Installment Buying, by ADRIAN RONDILIEU. New York: Bureau of Publications, Teachers College, Columbia University, 1944. 70 pages, \$1.85.

A considerable part of the "prosperity" of the "Golden Twenties" involved the market for goods promoted by instalment merchandising. Too often it involved hidden interest charges and legalized chicanery involving "repossession". During the 1930's

consistent efforts were made to revive the practice, with government credit to support it and with government controls to minimize its abuses.

Education for Installment Buying reports a study to discover "what a particular population of consumers knows about instalment selling" and considers "the educational implications of this knowledge." On the basis of an Instalment Selling Interview Schedule and an Instalment Selling Test used at Mount Pleasant, Michigan, 52.7 per cent of those questions had either incorrect or no information; 68.3 per cent of those who bought on the instalment plan did not understand the contractual obligations involved; and 61.6 per cent of them did not know how much interest they were paying.

The author's recommendations for curriculum inclusions to improve the knowledge, attitudes, and skills of the potential instalment buyer seem sound. But the school curriculum at best is a weak instrument to pit against a cultural pattern.

Abstracts of Graduate Theses in Education, compiled and edited by CARTER V. GOOD. Cincinnati: Teachers College, University of Cincinnati, 1944. 236 pages.

The names of recipients of the degree of doctor of education in 1940, 1941, 1942, and 1943 and of the degree of master of education during the same

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years, together with the subjects of their theses, are given. These are followed by abstracts of the fifteen doctoral theses: six are historical studies; six are status and trend studies; and three are reports of experimental practices. Students and teachers of education must be grateful to the editor and to the University of Cincinnati for making these abstracts available. P.W.L.C.

A Guide to Counseling, prepared under the direction of O. I. SCHMAELZLE. San Francisco, Calif.: Public Schools, 1944. 131 pages, 50 cents.

This manual for San Francisco teachers and counselors is a product of the Handbook Committee of the junior and senior guidance officers. "Guidance," says Supt. Curtis E. Warren in the Foreword, "is the true core of the school's offerings—but only when the guidance program is one such as that which is developing in San Francisco's Public Schools."

The successive chapters explain the program and its history, the theory that underlies it and the practices that exemplify it. It aids teachers, counselors, and parents to learn about youths and to acquire technics for aiding them on many of the occasions when adults are privileged to help. P.W.L.C.

Analogous Shorthand, by REUBEN A. DUSKIS. Brooklyn, N.Y.: Published by the author, 284 Flatbush Ave., 1944. 38 pages, \$2.50.

To the English-speaking stenographer who has a working knowledge of the Spanish language, Duskis' *Analogous Shorthand* is a stimulus for self-instruction.

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Scholastic Magazine (220 East 42 St., New York 17) has published a third series (32 pages, 15¢) of the "Boy Dates Girl" articles, by Gay Head. The author has for some years been peculiarly successful in answering the unspoken questions of junior- and senior-high-school boys and girls in this important aspect of social relations.

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II. The Editorial Committee of the above publications is W. D. Reeve of Teachers College, Columbia University, New York, Editor-in-Chief; Dr. Vera Sanford, of the State Normal School, Oneonta, N.Y.; and W. S. Schlauch of Hasbrouck Heights, N.J.

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FILM NEWS



By GRACE GILBERT

TEACHERS would probably be among the first to admit that real deficiencies exist in the educational system of today. Housing facilities are poor, equipment is inadequate, even the range and practical effectiveness of teaching itself leaves much to be desired.

True as this may be in urban centers, lack of funds and inaccessibility make it a much more serious situation in rural and especially in isolated rural areas. However, a great deal is being done to remedy defects in our educational system for the young citizens of tomorrow and doubtless many more advances will be seen after the war is won.

There are in any case, useful films readily available to teachers showing conditions which need remedy, and other films documenting the progress already made in improving educational methods and techniques. Incidentally, inasmuch as conditions in the educational field do not and never can exist in a social and economic vacuum, these films are of value as social-studies, as well as pedagogic, material.

AND SO THEY LIVE, 3 reels, sound. \$4 a day; lease six months \$25, one year \$40; lifetime of print \$80 (guide).

CHILDREN MUST LEARN, 2 reels, sound. \$3 a day; lease six months \$20; one year \$30; lifetime of print \$60 (guide).

These two films document the deprived conditions under which the people in some soil-depleted areas of the United States live. The films highlight realistically the prevailing lack of functional relationship between the curriculum subjects and the needs of the communities of which the children are a part. They point out specific ways in which important information and help can be transmitted through the schoolroom on such topics as soil productivity, crop rotation and basic nutritional standards.

Teachers in rural and urban communities alike will find worthwhile material in these two films to show that education in every community, in school and out, needs to be based upon existing conditions and needs to make its plans for a better future in the light of that community's resources, natural and human. Moreover, the problems dealt with have a direct bearing on all postwar planning for improvement of substandard living conditions.

THE JEANES TEACHER AND HER WORK, 3 reels, sound, 75 cents service charge.

A useful and encouraging film on the splendid work being accomplished by the Jeanes teachers and

supervisors. These educators, operating in rural areas and with Negro communities, are helping out of all proportion to their number and financial backing to raise educational standards and improve learning facilities and instructional levels for the underprivileged rural Negroes in America. Sound guiding principles are seen producing healthier and more intelligent Americans better equipped to contribute to their own and their country's future. An important factor in the progress so far attained is the belief that everyday occupational and home skills are as important to teach and to learn as academic subjects—and well-rounded curricula emphasize them equally. Children learn the principles of good diet and actually grow foods in school gardens; they learn to cook foods correctly in the schoolroom; to introduce cleanliness and beauty into their schools and homes; they learn to use their hands competently as well as their brains.

The film has wide application in terms of the educational methods displayed for both Negro and white groups. It can provide fruitful topics for further class discussion on the pedagogic, economic, social, and interracial aspects of community life.

MEXICO BUILDS A DEMOCRACY, 2 reels, sound, 50 cents service charge. Office of Coordinator of Inter-American Affairs.

An unusual documentary film on the work of the Mexican government in bringing education to its isolated rural population. The film gives dramatic insight into the problems involved in dealing with a particular rural community and the intelligent methods used by a government teacher in working with the young children, adolescents and adults to bring them the advantages of literacy. The educational program is adapted to the needs of the community as they develop, and the leadership qualities within the group are utilized to keep the learning process going even after the government teacher proceeds to another village. As an example of community centered education, **MEXICO BUILDS A DEMOCRACY** has value for all teachers and the film is interestingly enough presented that it has great appeal for pupils as well as instructors.

Note: For all films listed here, apply to your nearest distributor. If the distributor does not have prints, New York University Film Library, 71 Washington Square South, New York 12, of which the writer is director, will supply prints or inform you where they can be obtained.

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SCHOOL NEWS DIGEST

(Continued from page 382)

DISPLAY: Pupils and visitors at Art University School of Indiana University, Bloomington, literally can go window shopping in the corridors of the school, and learn what's going on in the various departments. There are permanent display cabinets, many of which are lighted, and bulletin boards, says Sigrid Rasmussen in *Indiana Teacher*, and they "echo the work of the classroom".

There is a large announcement bulletin board just outside the general office. The home-economics department has two display cabinets, in which topics from the treatment of a cold to "what's new in styles" are treated graphically. The cafeteria has a corridor display board of black on which white moveable type gives the menu for the day.

The social-studies department is "out front" with a large world map on which current events are featured dramatically. The library uses its corridor display case to feature new books, or books on special topics. The art-department windows show interpretive exhibits on various phases of arts and crafts. Instead of the usual gloomy school corridors, says Miss Rasmussen, those of this school are bright and attractive, informative, and a stimulus to development of good taste on the part of the pupils.

ATTENDANCE: About 27% of U. S. rural children aged 14-17, and 15% of urban children of the same age, were not attending high school in the pre-war year of 1940, announces the U. S. Office of Education. And as a matter of fact, 11% of rural children aged 6-13, and 5% of urban children on this age level, were not attending elementary school. In a normal year, more than 2,000,000 children of high-school age, and more than 1,500,000 of elementary-school age, were not getting their due educations.

READING: Biggest change in 1944 in public reading interests was a 40% slump in demand for technical books and magazines, reports the American Library Association. Reading about war and war heroes dropped slightly in 1944 from the peak year of 1943. The average American in 1944 wanted to read about his own personal problems first, and the war and the state of the world second.

COMMUNITY: Pupils and faculty of Rumson, N.J., High School have written and are publishing a 200-page, \$2.50 book entitled *History of Rumson*, reports *New Jersey Educational Review*. The book relates the growth of the community.

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